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ABSTRACT

This report analyzes the progress made in implementing the Illinois Board of Higher Education's policies on undergraduate education, focusing particularly on public university and community college efforts to implement the Board's policies on student achievement, scholarship and general education and on faculty effectiveness and excellence in teaching. These policies call on colleges and universities to assess student achievement and to review the undergraduate education experience of their students. The information for the review was drawn from the review of undergraduate education submitted by each public institution in the summers 1989 through 1991 and other information available to the Board. Among the findings reported here are the following: (1) the most highly developed part of the systematic student assessment process is the assessment of students' entry-level basic skills for placement into appropriate initial courses; (2) eight community colleges and three public universities have implemented baccalaureate-level skills or general education outcomes assessments beyond entry; (3) assessments and review findings have led to improvements in undergraduate curricula and academic standards; and (4) from 1985 to 1990 the number of baccalaureate degrees awarded by public universities increased by 5.7 percent while undergraduate enrollment increased only 1.4 percent. Included in appendixes are policy statements, and reviews of particular public institutions. (JB)

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Item #8
January 7, 1992

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

UNDERGRADUATE EDUCATION: LEARNING AND TEACHING

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HE 025 939

Item #8
January 7, 1992

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

UNDERGRADUATE EDUCATION: LEARNING AND TEACHING

OVERVIEW

This item is the first of three reports planned for this year that, together, present in detail the progress made in implementing the Board of Higher Education's policies on improving the quality of undergraduate education. The improvement of undergraduate education has been a state priority since September 1986, when the Board adopted the policies recommended by its Committee on the Study of Undergraduate Education.

This report focuses on the implementation of the specific policies on student achievement, scholarship, and general education and on faculty and excellence in teaching, since learning and teaching are inextricably interwoven. A second report, planned for the March 1992 meeting, will focus on the implementation of the policies on student preparation, access, and retention, while a third report, planned for May, will describe implementation of the policies on transfer and articulation.

This report, *Undergraduate Education: Learning and Teaching*, describes public university and community college efforts to date to implement the Board of Higher Education's policies on student achievement, scholarship and general education and on faculty and excellence in teaching. These policies call on colleges and universities to assess student achievement and to review the undergraduate educational experience of their students. The detailed information presented in this report is drawn from the reviews of undergraduate education submitted by each public institution in summers 1989, 1990, and 1991, as well as from other information available to the Board.

Assessment and Review

Illinois public universities and community colleges are making progress in implementing systematic student assessment processes:

- The most highly developed and most similar part of the process to date is the assessment of students' entry-level basic skills for placement into appropriate initial courses.
- Eight community colleges and three public universities have implemented baccalaureate-level skills or general education outcomes assessments beyond entry. Most other institutions have begun to develop assessment processes to measure achievement of baccalaureate objectives.
- Public universities have made strides in assessing student achievement in the major.

To review the overall effectiveness of the undergraduate educational experience of their students and to identify factors that influence student achievement:

- Eight public universities and 33 community colleges are developing computerized systems to gather information from across campus into a single student progress monitoring system to provide appropriate information for student and institutional decision making.

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- Some institutions analyzed student transcripts of graduates to determine which courses were selected and which were avoided when choices were permitted; examined trends in class size, grade distributions, and instructor and course evaluations; and conducted studies of specific student groups.

- Most institutions administer surveys to obtain student and alumni perceptions of their academic achievement, the strengths and weaknesses of the curricula and services provided, satisfaction with their educational experience, and, for alumni, success after graduation. A few institutions also conduct focused interviews to explore particular questions in greater depth than is possible in a survey.

Improvements as a Result of Assessment and Review

Assessment and review findings have led to improvements in undergraduate curricula and academic standards:

- Public universities and community colleges are defining objectives and expanding their requirements in the general education curriculum to make it more structured and coherent.

- Greater attention is being directed to the development of baccalaureate-level skills through additional or advanced coursework and through such programs as writing, critical thinking, and mathematics across the curriculum.

- Institutions are "internationalizing" their general education requirements: eight public universities and 27 community colleges require at least one non-Western, Third-World, or ethnic/gender studies course, and a few institutions have re-instituted foreign language requirements.

- Students' involvement in their own learning is being promoted through the incorporation of computers into courses, the use of study groups, and the expansion of opportunities for freshmen to enroll in small classes, as well as through science laboratories and studio courses in the arts.

- To help students synthesize and integrate their learning, some public universities are requiring a capstone course either in general education or in the student's major.

- Calendar changes, common course syllabi and examinations, Honors Programs, and academic achievement awards are among the methods being used to enhance academic standards, encourage scholarship, and recognize excellent student achievement. Several universities have developed programs to encourage able undergraduates to pursue research and graduate work.

Colleges and universities also are expanding academic support services to enhance student achievement and persistence:

- Nearly all colleges and universities offer new-student orientation programs, with an increasing number offering an optional orientation course for freshmen, as well.

- All institutions provide skills labs and tutoring programs for students who need assistance, and mentoring or big brother/big sister programs are providing support to selected students.

Colleges and universities are beginning to address the policies and practices that affect the quality of undergraduate teaching:

- All public universities evaluate teaching, research and scholarship, and public service in making faculty hiring, salary, promotion, and tenure decisions, although the importance of each area varies considerably from university to university. Teaching ability is the paramount criterion in hiring at community colleges.

- Orientation and mentoring programs are being created to assist new and part-time faculty members.

- On-campus workshops, colloquia, and seminar series are addressing campus-wide curriculum and teaching issues, such as assessment, writing and critical thinking across the curriculum, use of computers and other technologies in the classroom, strategies for improving student retention, and internationalizing the curriculum.

Statewide Trends

- In the early 1980s, Illinois public universities graduated students at about the same rate as other institutions across the country: about half of the freshmen entering Illinois public universities graduated from a public university within five years.

- From fiscal year 1985 to fiscal year 1990, the number of baccalaureate degrees awarded by public universities increased by 5.7 percent while undergraduate enrollment increased only 1.4 percent.

- From fiscal year 1985 to fiscal year 1990, baccalaureate-transfer enrollment in Illinois public community colleges increased by 11.5 percent, while the number of Associate in Arts and Associate in Science degrees conferred increased by 23.7 percent.

- Between fiscal years 1985 and 1990, while overall expenditures increased, public university constant dollar expenditures for undergraduate instruction declined by 2.8 percent. Although community college constant dollar expenditures for baccalaureate-transfer instruction increased by 4.1 percent, instructional expenditures per student declined due to the increase in enrollment. Expenditures for student support services increased at both public universities and community colleges.

Although this report emphasizes the diversity of efforts across institutions rather than commonalities among institutions, five general conclusions can be drawn from institutional efforts to improve learning and teaching in the past three years. First, public universities and community colleges have made a commendable start in implementing undergraduate review and assessment processes. In reviewing efforts by individual campuses, however, it is clear that some institutions have made more progress than others. Second, the improvements to undergraduate education reported to date suggest that public colleges and universities have placed greater emphasis on improving the "learning" side of the equation than the "teaching" side. Third, many campus reports show a clear organizational differentiation of effort between academic affairs and student support services, with services that once were considered part of the faculty's role and responsibilities now being provided by non-faculty professionals. Fourth, many of the improvements reported by institutions reflect the decentralized character of colleges and universities, raising questions about the coordination and cohesiveness of campus efforts. Finally, while institutions have identified substantial resource requirements for implementing systematic undergraduate education review and assessment processes and for initiating curricular and non-curricular improvements, institutional procedures for reallocating the resources needed to make these identified improvements should be strengthened.

The report concludes by suggesting specific questions to be addressed as the Board of Higher Education, governing boards, and campuses examine the priorities, quality, and productivity of Illinois higher education in the coming months.

UNDERGRADUATE EDUCATION: LEARNING AND TEACHING

In September 1986, the Board of Higher Education adopted a series of policies recommended by its Committee on the Study of Undergraduate Education. These policies established the improvement of undergraduate education as a state priority and called for improvements in three areas: student preparation and remediation; student achievement, scholarship, and general education; and faculty and excellence in teaching. Annual reports on the implementation of these policies were presented to the Board. In October 1989, the Board reconvened the Committee on the Study of Undergraduate Education to review the annual status reports and to recommend any modifications to the policies that might be needed. The Board of Higher Education adopted as policy the Committee's recommended revisions in September 1990. These revised and extended policies reaffirmed the Board's commitment to improving the quality of undergraduate education statewide and established four areas for improvement: student preparation, access, and retention; student achievement, scholarship, and general education; transfer and articulation; and faculty and excellence in teaching.

This report is the first of three reports that, together, analyze the implementation of these Board of Higher Education policies on improving the quality of undergraduate education. Because learning and teaching are inextricably interwoven, this report examines the implementation of both the policies on student achievement, scholarship, and general education and the policies on faculty and excellence in teaching. A second report, planned for March 1992, will focus on the implementation of the policies on student preparation, access, and retention, while a third report, planned for May, will describe implementation of the policies on transfer and articulation.

This report on learning and teaching is divided into four sections. The first section reviews the progress made by public universities and community colleges in implementing undergraduate education review and assessment processes. The second section describes the variety of initiatives undertaken by individual campuses to improve general education curricula and courses, student support programs and services, and undergraduate teaching and advising as a result of the review and assessment process. The third section presents statewide trends in undergraduate education, including retention and graduation trends and trends in resources allocated to undergraduate education. The final section draws conclusions about campus efforts to improve the educational experience of undergraduates and suggests next steps at both the state and campus levels.

Undergraduate Assessment and Review Processes

The Board's policies on student achievement, scholarship, and general education and on faculty and excellence in teaching call on colleges and universities to regularly evaluate the undergraduate educational experience of their students. The policies stipulate that this evaluation should include a review of the three components of the undergraduate curriculum: general education, program majors, and the development of baccalaureate-level skills. In addition, institutions should evaluate the quality of undergraduate teaching, the learning environment, academic and student support services, and institutional policies and procedures affecting undergraduate students. The policies also indicate that the results of the assessment of individual student achievement should be incorporated into the review, as should an evaluation of the policies and practices that provide the conditions for faculty members to improve undergraduate instruction. The complete text of the Board's policies on student achievement, scholarship, and general education and on faculty and excellence in teaching is provided in Appendix A.

While the policies call on institutions to review the undergraduate experience of their students and specify areas pertinent to the review, the policies permit each institution to design and implement a review and assessment process that reflects the mission, student body characteristics, and programmatic mix of the institution. General guidelines for reporting on the development of

and findings from institutional reviews of undergraduate education were incorporated into the public university and community college Resource Allocation and Management Program (RAMP) document submitted annually to the Board of Higher Education. Both public universities and community colleges provided their first reports on undergraduate education review and assessment in summer 1989, with annual progress reports provided in summers 1990 and 1991. A summary of the public universities' reports for academic year 1990-91 is provided in Appendix B, while a summary of the community colleges' academic year 1990-91 reports is provided in Appendix C.

The information presented in this section is drawn primarily from the institutional reports from these three years. Because each institution is developing an assessment and review process suited to its own needs and because the annual progress report is "free form," the information that institutions select to report varies from year to year and from institution to institution. To obtain a statewide picture of the status of undergraduate review and assessment and of the improvements made as a result, institutional practices and actions were grouped into categories. The number of institutions reporting a particular practice, action, or service, however, should be viewed only as a minimum, since institutions often did not include in their reports already existing practices and services.

Assessment of Student Achievement

In calling for the assessment of student progress in achieving institutional objectives, the Committee on the Study of Undergraduate Education affirmed two purposes for assessment: to strengthen academic standards, on the one hand, and to provide students with information about their learning progress so that they can make informed academic and career decisions, on the other. The Committee defined "assessment" as a systematic process for measuring individual student learning through multiple methods over time. This definition encompasses measures of student learning at entrance for diagnosing individual learning needs in order to tailor services to meet them and for establishing a base-line from which to measure future learning gains. It also encompasses the periodic measurement of learning throughout the undergraduate's educational experience. By this definition, "assessment" is not synonymous with "standardized testing," nor is the accumulation of grades and credits earned sufficient alone to measure student achievement of the institution's objectives for general education, the program major, and baccalaureate-level skills.

During the past three years, the public universities and community colleges in Illinois have made progress in developing and implementing systematic student assessment processes. Because faculty commitment is crucial to both student assessment and the improvement of teaching, all public universities and community colleges have established at least one faculty committee to review undergraduate education and to develop or monitor the assessment of student progress. Because of their more complex institutional organizations and their well established offices of institutional research, the public universities were more likely than the community colleges to have appointed, as well, an individual to coordinate the gathering and reporting of student assessment information. Seven of the public universities--Chicago State University, Governors State University, Northeastern Illinois University, Illinois State University, Northern Illinois University, and both campuses of Southern Illinois University--have appointed such a campus-wide coordinator, generally housed within the office of the academic vice president or provost. Among the community colleges, Richard J. Daley College, Elgin Community College, Kankakee Community College, Morton College, South Suburban College of Cook County, and John Wood Community College appointed coordinators to gather assessment and review information from across the campus.

As a first step in developing the institution's overall assessment plan, five of the public universities and three of the community colleges inventoried existing assessment measures from across campus to identify those measures that should be retained or expanded, those that were redundant, and any gaps that needed to be filled. McHenry County College, for example, concluded that its existing measures at entry and following graduation were appropriate, but that new measures

of student achievement during the collegiate experience needed to be developed. Other institutions, such as Northeastern Illinois University and the College of Lake County, began by pilot-testing various commercial instruments with selected students. Still others, such as Illinois State University, began by having one college develop and pilot test a model assessment process that was then extended to other colleges in successive years. At this point, seven of the public universities and 13 of the community colleges have completed, or are nearing completion of, overall institutional plans for assessing undergraduate student achievement. In a number of other cases, overall plans are in evidence in the scope of measures being implemented, but the details were not provided in the institutions' annual reports.

For both public universities and community colleges, the most highly developed--and most similar--part of the process is the entry assessment of students' prior learning. During the past three years, all public universities and community colleges have reviewed and revised their processes for assessing students' entry-level basic skills and for placing students into appropriate initial courses. All institutions assess entry-level writing and math skills through writing samples, standardized tests, or departmentally developed tests. Most institutions also assess students' entry reading skills, while a few also assess the science knowledge and foreign language competence of those students planning to continue in these subjects.

Most of the public universities, all of whom require the submission of ACT (or equivalent) scores for admission, administer additional tests only to those students whose scores are below specified cut offs on the relevant ACT sub-tests. Since few community college students have taken the ACT, community colleges usually test all incoming full-time students and any part-time student who intends to register for an English or math course. Trends in remediation, one result of this entry assessment process, will be presented in the report on student preparation and access.

The Committee on the Study of Undergraduate Education defined "baccalaureate-level skills" as the higher order communication, quantitative, and critical and analytical thinking skills that are expected of baccalaureate graduates to distinguish them from the basic skills needed at entry to succeed in college coursework. The Committee believed that courses in both general education and the major are responsible for teaching and enhancing baccalaureate-level skills. For most public universities and community colleges, the first step in assuring that students attain these skills is to require satisfactory completion a two-course sequence in composition, a speech course, and at least one college-level mathematics or quantitative skills course within the institution's general education requirement.

Other measures of baccalaureate-level skills attainment vary from institution to institution. Both campuses of the University of Illinois, for example, require that students complete at least one writing-intensive course in their major. Eastern Illinois University, Northeastern Illinois University, Western Illinois University, and Illinois State University require juniors to pass a writing exam. In 1990-91, Southern Illinois University at Edwardsville began assessing the writing and critical thinking skills of "rising juniors" and, in 1993-94, will add a similar assessment for seniors as a graduation requirement. Wilbur Wright College of the City Colleges of Chicago selected a standardized test to measure students' critical thinking abilities.

> *All rising juniors are required to submit a paper as an indicator of whether they have attained the desired educational objectives in writing and critical thinking. The paper for this assessment must be prepared for a credit course at the University during the student's junior year. It shall be submitted in duplicate to the course instructor who will forward one copy to the evaluation committee without prior review. Each submission shall be read by two faculty members who are selected and trained for this purpose. Both the student and the instructor for whom the paper was prepared will be informed of the committee's assessment of the student's paper, and the results shall be included as part of the student's academic record.*
>
> ***Southern Illinois University at Edwardsville***

Some measures assess student achievement in both baccalaureate-level skills and general education or

both baccalaureate-level skills and the major. For example, Eastern Illinois University and Sangamon State University assess students' achievement in both baccalaureate-level skills and general education through required general education capstone courses, while Chicago State University and Governors State University are planning to assess the achievement of baccalaureate-level skills and knowledge in the major through a required capstone course in each baccalaureate major. Illinois State University and Southern Illinois University at Carbondale are pilot testing student portfolios as a means of assessing students' learning. Southern Illinois University at Carbondale also is in process of pilot testing faculty developed tests in each of the general education knowledge fields, while several universities and community colleges are pilot testing, usually in a pre-test/post-test format, such commercial standardized tests of both general education and baccalaureate-level skills as the ACT *COMP*, the ACT *CAAP*, and the College Board's *Academic Profile*. To assess students' learning on completion of the chemistry course sequence, the College of Lake County administered a chemistry test developed by the American Chemical Society. (The College found that its students performed as well as other chemistry students across the country.)

> *Illinois State University has developed a multi-trait, multi-method assessment program consisting of several components, some of which are fully operational and others are still under development. The components of the assessment program are: a beginning freshman and junior year writing examination, a mathematics placement test and competency tests in eight beginning mathematics courses, faculty-developed and commercial standardized tests in general education, discipline-based assessment, co-curricular assessment, and student and alumni surveys.*
>
> ***Illinois State University***
> ***Undergraduate Review, 1989***

Since Associate in Arts and Associate in Science degrees do not further designate majors and since many community college students transfer before earning their associate degrees, some assessment measures are less available to community colleges. Instead of required writing courses in the major or a capstone course, community colleges more often than universities are using course-based assessment measures. For example, 13 community colleges developed (or are in process of developing) a common course syllabus and common, team-graded final examinations in required composition, speech, and mathematics courses, as well as in frequently selected general education distribution courses. Other community colleges more clearly defined standards and prerequisites for general education courses.

In summary, as a result of the policy calling for the assessment of student progress, public universities and community colleges are developing a variety of methods to measure student achievement at entry, during, and at the completion of their undergraduate education. To date, however, most institutions' assessment processes are more highly developed at entry to the institution than during later stages in the undergraduate experience or at graduation. Among community colleges, only eight--Harry S Truman College, Wilbur Wright College, College of DuPage, College of Lake County, McHenry County College, Moraine Valley Community College, Oakton Community College, and Waubonsee Community College--have shown evidence in their annual reports of measuring learning outcomes in skills or in general education beyond the entry level. Among public universities, only Illinois State University, Southern Illinois University at Carbondale, and Southern Illinois University at Edwardsville have implemented baccalaureate-level skills or general education assessments, other than requiring coursework, beyond the entry level. In general, public universities have made greater strides in assessing student achievement in the major than in general education. (The assessment of students' achievement in the major is part of the separate program major review process.)

Review of Effectiveness

The Committee on the Study of Undergraduate Education viewed student achievement as the primary indicator of an institution's effectiveness in undergraduate education. To improve student achievement, the Committee concluded that institutions should review the total undergraduate

experience they provide to identify those factors that contribute to or impede student learning. Because out-of-class, as well as in-class, experiences influence student learning, the Committee concluded that institutional reviews of undergraduate education should include not only a review of the curriculum and the quality of teaching and learning, but also reviews of the institutions' academic and student support services, academic policies and procedures, and policies and practices affecting teaching.

While the purpose of assessment is to provide the information necessary to maintain academic standards and to help individual students make informed choices, the purpose of the review of the undergraduate educational experience is to provide the information necessary for the institution to make informed decisions to improve the undergraduate curricula, teaching practices, and support services in order to increase student achievement. Just as the assessment of individual student achievement requires the use of multiple measures over time, so too the assessment of the institution's overall effectiveness in undergraduate education requires the examination of trends in student achievement, and the factors that influence achievement, over time.

Institutions have always collected a variety of information on their students. Often, however, information was collected by different offices for their own purposes and was not readily available to others. As part of their review and assessment efforts, eight public universities and 33 of the community colleges indicated they are developing computerized systems to gather pertinent student information from across campus into a single, more useable system for monitoring student progress. For example, the College of Lake County's computerized system will contain two components: one for advising students and one for conducting longitudinal studies. Elgin Community College described its system as a computer-assisted advising system, which will include a degree requirements audit program, a course prerequisite check for use during registration, and course articulation information. The system being developed by Southern Illinois University at Carbondale will include results of the assessment of baccalaureate-level skills, general education, and the major for each individual student. Most of the institutions developing computerized systems intend that the information will be available on-line to both students and their advisers to assist in program and course planning, as well as for the institution to use in analyzing factors related to student persistence and graduation.

Other useful information analyzed from existing student records included the analysis of the transcripts of graduates to determine which courses were selected most frequently (and which were perhaps avoided) when choice was permitted among courses to fulfill general education requirements. Illinois State University, the University of Illinois at Urbana-Champaign, South Suburban College of Cook County, and Lincoln Land Community College used such transcript studies in revising their general education curricula. Some colleges and universities also examined trends in class size by level or department, trends in grade distributions by course or discipline, and trends in instructor and course evaluations--and the interrelationship among these factors--to identify areas needing improvement.

Another common method for obtaining trend information is through surveys. All community colleges and universities, for example, administered surveys to obtain student and/or alumni perceptions of their own academic achievement, their evaluation of the strengths and weaknesses of the curricula and services provided, their satisfaction with their educational experience, and, for alumni, their success after graduation. A few institutions also administered interest inventories or conducted focused interviews to explore particular questions in greater depth than is possible with a survey. For example, Illinois State University administered an attitude and amount-of-effort inventory to entering students and to seniors in order to measure changes in student attitudes and behaviors and to determine the relationship among attitudes, behaviors, and achievement. The University of Illinois at Chicago interviewed panels of freshmen to obtain their responses to their first-year experience, while McHenry County College plans to interview students from three groups

(baccalaureate-transfer, occupational, and "at large") to compare and contrast their educational experiences.

> *The primary objectives of the focus groups are to determine: a) the extent of affective change (openness to new ideas, comfort with technology, appreciation for the arts and literature) as a result of the college experience, b) the qualitative impact and knowledge and use of academic and student support services and structured student life activities, c) the level of personal satisfaction with progress toward educational goals, d) the level of satisfaction with college business services, and e) the extent of development and use of critical thinking and problem-solving skills.*
>
> ***McHenry County College***

Over the past three years, public universities and community colleges used the information gathered from surveys, as well as from student and other institutional records, to review various aspects of the undergraduate educational experience. For example, within the past three years, all public universities and most community colleges reviewed their general education curricula, with most of the reviews resulting in revisions to both objectives and course requirements. In addition, four public universities (Governors State University, Northeastern Illinois University, Southern Illinois University at Edwardsville, and the University of Illinois at Urbana-Champaign) and 11 community colleges reviewed and revised their remedial/developmental programs, programs that provide instruction in the basic reading, writing, and mathematical skills to students whose entry assessment indicates a need for additional preparation. Six public universities (Chicago State, Eastern Illinois, Governors State, Northeastern Illinois, and Western Illinois Universities and the University of Illinois at Chicago) and three community colleges (Harry S Truman College, College of Lake County, and John Wood Community College) also reviewed the academic support services available to assist students on an informal basis, such as writing and math labs, tutoring centers, and workshops or seminars on how to improve study skills, note- and test-taking, and time management.

Also, in the past three years, a number of public institutions conducted special studies to review new-student orientation programs, academic advising policies and procedures, and career planning and placement centers. Academic policies and procedures that were systematically examined and revised by more than one institution included registration, class scheduling, grading, drop/add, academic probation and suspension, re-admission, and graduation honors or distinction. In addition, through special studies, many colleges and universities examined the influence on learning and retention of such student services as residence halls, food services, child care centers, bookstores and text rental, transportation and parking availability, and social, cultural, athletic, and leadership development programs and activities. Finally, institutions also examined policies and practices affecting faculty members, such as appointment criteria and procedures, faculty orientation and development programs, and instructor and course evaluation systems. Several community colleges conducted special studies on the use of full-time versus part-time instructors, while several public universities examined the criteria and procedures for selecting, supervising, training, and evaluating graduate teaching assistants.

In summary, to measure the effectiveness of the undergraduate educational experience they are providing and to identify factors that influence student achievement, public universities and community colleges analyzed trends in student retention, graduation, satisfaction, and post-graduation success and conducted studies of particular services, processes, or student groups. Many colleges and universities are gathering student information that was previously scattered across campus into a single system for use both by the student and by the institution in making decisions. Most public institutions administered surveys and interest and attitude inventories to current students and to graduates to obtain their evaluation of their undergraduate experience. Finally, institutions conducted special studies on the affects on learning or retention of a variety of support services and programs in order to identify areas in need of improvement. Improvements resulting from the institutions' assessments of student achievement and from reviews of these various facets of the undergraduate educational experience are described in the next section.

Improvements as a Result of Assessment and Review

As a result of the undergraduate education review and assessment process, public universities and community colleges have taken a variety of actions to improve the undergraduate educational experience of their students. Over the past three years, colleges and universities have reformed the general education curriculum, enhanced academic standards and encouraged student scholarship, expanded support services for students, and increased their emphasis on undergraduate teaching in policies and programs affecting faculty members.

Curriculum Reform

The Committee on the Study of Undergraduate Education recognized the centrality of general education to baccalaureate education and called for more explicit attention to the development of baccalaureate-level skills and for the active involvement of students in their own learning. These emphases on general education, baccalaureate-level skills development, and student involvement are further defined in the "Characteristics of Good Educational Practice" presented by Dennis Jones and Peter Ewell of the National Center for Higher Education Management System in their July 1991 publication, *The Effect of State Policy on Undergraduate Education*. (A synopsis of these characteristics, with illustrative examples, is presented in Appendix D.) Among the characteristics they describe are: a coherent, structured curriculum; continuous practice of skills; respect for diversity; active and collaborative learning; and opportunities to synthesize and integrate learning. These "Characteristics of Good Educational Practice" are evident in the curricular reforms of Illinois public universities and community colleges.

Coherent, Structured Curriculum. The faculty of all public universities and community colleges have defined objectives and expanded their requirements for the general education curriculum--or are currently in the process of doing so. Public universities have increased the total amount of general education coursework within their baccalaureate degrees. In 1987, the mean number of credit hours in general education at public universities was 39 semester credits, with a range from a low of 22 credits to a high of 48 credits. Revised general education curricula show a mean of 42 semester credits, with a range from a low of 30 credits to a high of 48 credits. Similarly, the curriculum models developed by the Illinois Community College Board (ICCB) set a minimum of 38 semester credits for the Associate in Arts (AA) degree and 39 semester credits for the Associate in Science (AS) degree. The requirements being adopted by the individual public community colleges within these ICCB guidelines show a mean of 42 semester credits for both the AA and AS degrees.

At the same time, both public universities and community colleges have reduced the number of courses that fulfill general education requirements in order to make the curriculum more coherent. Moraine Valley Community College, for example, indicated it was cutting the number of courses that fulfill general education requirements by fifty percent. When all public universities fully implement their new requirements, only the University of Illinois at Chicago will continue the practice of permitting each college to designate specific general education coursework within the campus' minimum requirement.

Continuous Practice of Skills. In addition to requiring freshman composition, speech, and mathematics or quantitative coursework, colleges and universities are beginning to extend attention to skills development throughout the undergraduate experience. As indicated earlier, both University of Illinois campuses require students to complete at least one writing-intensive course in their major, and Southern Illinois University at Edwardsville instituted both a "rising junior" and a graduating senior writing requirement. Eight additional public universities and 22 community colleges initiated writing- or critical thinking-across-the-curriculum programs through which faculty members are provided training in teaching and evaluating writing and thinking in their disciplines.

To assure that students cannot avoid mathematics or quantitative coursework, most colleges and universities have separated the mathematics requirement from the laboratory science requirement, thereby requiring at least one course in each area. After finding that the mathematical skills of liberal arts majors deteriorated through disuse, the Illinois State University College of Arts and Sciences initiated a mathematics-across-the-curriculum program.

Respect for Diversity. Prompted by the increasing globalization of the economy and by racial, ethnic, and religious conflicts around the world, colleges and universities have renewed efforts to promote international and intercultural understanding both within and outside the curriculum. Within general education requirements, eight public universities and 27 community colleges require at least one non-Western, Third-World, or ethnic/gender studies course. In addition, international or multi-cultural perspectives are being incorporated into a variety of courses across the institution.

The faculty, committed to international studies, has chosen to reflect its commitment in the college's general education requirements for a degree. The intent of the degree requirement is to enhance the student's abilities through one of the following ways:

- *Conceptualization and understanding of the complexities of an international system*
- *Knowledge of world cultures and international events*
- *Appreciation of the diversity as well as commonality of human values and interests*
- *General competency in a foreign language*
- *Civic competency in the face of the interdependency of nations and global problems*

It is the intent of this area of degree requirements to broaden the individual's cultural perspective by exposure to at least one culture significantly different from his/her own.

College of DuPage
Catalog 1991-93

The internationalizing of the curriculum is also seen in the re-institution of foreign language requirements. For example, the new campus-wide general education curriculum at the University of Illinois at Urbana-Champaign will require competence in a foreign language through the second college year, as does Northern Illinois University for the Bachelor of Arts degree. Eastern Illinois University will require competence at least through the first year, while Illinois State University and Southern Illinois University at Edwardsville permit students to choose foreign language study as one option within the communication requirement. Several, but not all, of the undergraduate colleges of the University of Illinois at Chicago require foreign language study. Among community colleges, the four Illinois Eastern Community Colleges, Lewis and Clark Community College, McHenry County College, and Waubonsee Community College require foreign language study for the AA degree.

Active and Collaborative Learning. In addition to science laboratories and studio courses in the arts, new efforts to promote student involvement in their own learning have taken several forms: the incorporation of computers into coursework, the use of small study groups, and the expansion of opportunities for freshmen to enroll in small classes. Four public universities and 14 community colleges described efforts to computerize the curriculum. For example, teaching writing through computerized word processing has enhanced understanding of writing as a process and taken the drudgery out of revision. The use of computers in mathematics and other quantitative courses is also common, with the *Mathematica* program in calculus at the University of Illinois at Urbana-Champaign as perhaps the most advanced example. Other examples include computerized videodisc science laboratory simulations at Illinois Central and Rend Lake Colleges and the use of computers in French courses at McHenry County College. In the past several years, colleges and universities expanded computer access both for classes and as open labs for student use. Danville Area Community College, for example, indicated it now has 15 microcomputer labs with 365 stations for class and student use.

Four public universities and Highland Community College offer supplemental instruction in "high risk" courses through small group sessions. Chicago State University, for example, provides supplemental sections in freshman composition courses. Both campuses of the University of Illinois adapted the Professional Development Program, developed by Professor Uri Treisman while at the

University of California at Berkeley, to enhance student achievement in calculus. The Chicago Campus concluded the program was so successful that it has extended the concept to trigonometry and introductory biology, chemistry, and physics classes, as well. In addition, the Colleges of Liberal Arts and Sciences at both campuses of the University of Illinois plan to institute freshman seminars taught by tenure-track faculty members to provide freshmen another opportunity to enroll in small discussion-oriented classes. Community colleges have long advertised small class size as an advantage they provide.

Synthesis and Integration. The effort to help students synthesize and integrate their learning is clearly seen in the general education capstone course requirements instituted by Eastern Illinois University and Sangamon State University. The graduating senior writing requirement being instituted by Southern Illinois University at Edwardsville is another form of synthesizing experience. Other universities require or encourage a culminating or capstone experience in the major. Senior projects for engineering and design majors, exhibits for art majors, public recitals for music majors, and student teaching for education majors are all examples of required synthesizing experiences. Clinical practice is generally required throughout nursing and health-related programs as an opportunity for students to demonstrate both the synthesis of theory and practice and the ability to apply what was learned. Most colleges and universities offer opportunities to integrate and apply learning in the workplace through internships and cooperative education programs, although these are more often optional than required.

Academic Standards and Scholarship

Colleges and universities have made a variety of changes to enhance academic standards, encourage scholarship, and recognize excellent student achievement. In part to enhance community college transfer, Northeastern Illinois University and the University of Illinois at Chicago converted to semester calendar systems, while Southern Illinois University at Edwardsville plans to do so in fall 1993. Governors State University, Northeastern Illinois University, Harry S Truman College, and Moraine Valley Community College re-instituted final examination weeks. Several universities and community colleges have incorporated prerequisite course checks into their computerized student registration systems. In addition, Shawnee Community College determined that students must earn a C or better in the first course in a sequence in order

The instructional focus of Mathematics is the computer lab and a series of electronic notebooks, with less than an hour per week spent in the classroom. Each notebook begins with basic problems that introduce new ideas. These are followed by tutorial problems on techniques and applications. Each notebook closes with a "give-it-a-try" section for which no solutions are provided. Using word processing, graphics, and calculating software, students build their own notebooks to solve the problems and transmit them electronically for comments and grading. Notebooks are versatile, allowing re-working of examples, insertion of explanations, and incorporation of graphs and plots. With the freedom to investigate, re-think, re-do, and adapt, students spend more time than in a traditional course and arrive at a better understanding of calculus.

University of Illinois at Urbana-Champaign
"Moving Beyond Myths," 1991

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The Professional Development Program promotes achievement by providing a success-fostering environment. Developed ten years ago by Uri Treisman at the University of California at Berkeley, the program was designed to reverse the excessive calculus failure rates by Black students with strong academic records by overcoming the social isolation that was impeding progress. Small study groups meet for several hours weekly to collaboratively solve challenging--not remedial--problems. While each study group is actively assisted by faculty members and teaching assistants, the key ingredient for success is the integration of academic and social aspects of students' lives through group process and commitment.

University of Illinois
(Chicago and Urbana-Champaign)

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The Senior Seminar, the Capstone of the Integrated General Education Core, is a cross-disciplinary, culminating experience that provides students an opportunity to apply concepts and to use skills developed during their undergraduate years. Under the tutelage of a faculty member from outside their majors, small groups of students from several disciplines come together to read, discuss, and write about issues of major intellectual, social, and cultural importance.... Key ingredients...are the experiences in analysis, synthesis, and refinement of ideas and concepts through practice in oral and written communication.

Eastern Illinois University

to register for the second course, and Kaskaskia College adopted a policy that students cannot add a course to their schedule after the second week of the semester.

Most public universities and a few community colleges have offered Honors Programs for a number of years. Within the past three years, Chicago State University and five community colleges (Danville, Elgin, Illinois Valley, Morton, and Prairie State) also instituted Honors Programs. Such programs provide not only greater stimulation to more academically advanced students, but also provide the students a small group of peers with whom to interact. In addition to the Honors Program, Danville Area Community College also established a chapter of Phi Theta Kappa, the national community college honor society. To recognize excellent student achievement, Western Illinois University held its first Honors Convocation in April 1991. A number of community colleges established similar award ceremonies.

The encouragement of student achievement was also extended to high schools. Since 1986, for example, Illinois Valley Community College has provided honors students at Marquette High School in Ottawa, Illinois, the opportunity to enroll in selected college courses in lieu of regular high school courses during their junior and senior years. By participating for both years and by completing an additional six credits during the summer after high school graduation, students can enter college as sophomores. Through its Ti-In satellite network, Western Illinois University provided the Advanced Placement English course to high school seniors at 42 primarily rural locations.

Several universities initiated programs to encourage able undergraduates to pursue research and graduate work. For example, Chicago State University established a "Pipeline Project" with the University of Minnesota to encourage students to pursue doctoral study in biology. The program includes faculty exchange between the two campuses and a summer research experience for students. Through its Excellence in Undergraduate Education Fund, Southern Illinois University at Edwardsville established the Undergraduate Research Academy. Under the direction of faculty mentors, 33 students in 1989-90 and 40 students in 1990-91 pursued research projects through this program. As a member of the Committee on Institutional Cooperation (CIC), comprised of Big Ten universities and the University of Chicago, the University of Illinois participates in the Summer Residential Opportunity Program to provide summer research experiences for advanced undergraduates.

In a cooperative high school-community college program, honors students at Marquette High School proved to themselves and to high school and college administrators and faculty members that they could handle the challenge of college courses along with their high school course load. Students who participated in both their junior and senior high school years completed close to a full year of college by the time they graduated from high school, perhaps saving as much as $15,000 in college expenses. Community college tuition and books were their only expenses.

Illinois Valley Community College

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"Freshman Connections," a one-credit orientation course, focuses on the university and its resources and degree requirements, the undergraduate experience and higher education. Small sections of 20 freshmen each also explore career areas and "survival skills" and talk about adjustment to campus, roommates, and cultural diversity. The university's recent study found that 85 percent of the students who took the course returned for their sophomore year, compared with 72 percent who did not take the course. These findings coincide with similar research elsewhere.

Northern Illinois University

Academic and Student Support Services

Colleges and universities also made improvements in a variety of services provided to enhance student achievement and persistence. Nearly all colleges and universities offer some form of new-student orientation program. In the past several years, orientation programs have been expanded in length and have been reoriented to emphasize the communication of academic expectations to students, as well as more traditional information on the opportunities available at the institution. Recognizing that its older, commuter population needs support and understanding at home

in order to succeed in college, Northeastern Illinois University also instituted a Parent/Family Orientation program.

The ultimate expansion of orientation programs is seen in the development of a semester-long one-credit orientation or "student success" course. These courses explore such topics as the mission, organization, and structure of the institution; the objectives and organization of the curriculum, including general education and the variety of majors; career planning and options; study skills and time management; and such campus life issues as racial and sexual harassment and discrimination, drug and alcohol use and abuse, and campus crime prevention. Currently four public universities and 19 community colleges offer such a course, usually on an optional basis.

Nearly all colleges and universities have for many years provided reading, writing, and math skills labs and tutoring opportunities for students. In the past several years, these labs and centers have been expanded, re-organized, and often moved to more central locations to provide better access. In some cases, "outreach" offices of centralized facilities were established. For example, Northern Illinois University established outreach stations of its Writing Center in several colleges on campus, and Moraine Valley Community College established a separate Writing Center for baccalaureate-transfer students within the arts and sciences division. Faculty or alumni mentoring programs and big brother/big sister programs have been established during the past three years by almost all public universities to enhance the success and persistence of minority students.

Colleges and universities revised their academic advising and registration processes. Chicago State University, for example, is decentralizing academic advising to the departments, with oversight by a Campus Coordinator. As a result of Higher Education Cooperation Act (HECA) Minority Articulation Program Grants, 21 community colleges established transfer centers in 1990 to centralize information on transfer and articulation. An additional two colleges were funded to establish transfer centers in 1991-92, and several community colleges are seeking external funds from other sources to establish comparable centers. Governors State University appointed an Academic Advising Coordinator and redefined the responsibilities of the Coordinator of Community College Relations in order to extend academic advising to students attending feeder community colleges prior to transfer. The College of Liberal Arts and Sciences of the University of Illinois at Chicago, with support from a HECA Minority Articulation Program Grant, is also providing an adviser for one-half day each week to advise students at the six City Colleges of Chicago Transfer Centers.

The development of computerized student information systems, described earlier, is expected to improve advising by making up-to-date student achievement information more readily available to advisers and students alike. In addition, colleges and universities are computerizing registration, with many also allowing continuing students to register by touch-tone telephone, in order to take the hassle and uncertainty out of the registration process.

Finally, colleges and universities also extended the basic services provided to students. For example, Harry S Truman and Illinois Central Colleges established Weekend Colleges to assist working students to complete their degrees through concentrated enrollment from Friday evening through Sunday. Chicago State University expanded the hours of operation of the food service, library, child care center, bookstore, and counseling office in the evenings and on weekends to meet the needs of part-time students. As a precursor to a complete Weekend College program, Chicago State University also expanded the number of upper-division courses offered in the evenings and on weekends. Primarily residential campuses--most notably Western Illinois University, Illinois State University, and the University of Illinois at Urbana-Champaign--have expanded academic, social, and cultural programming within residence halls.

Faculty Policies and Programs

The Committee on the Study of Undergraduate Education recognized the synergism between effective learning and effective teaching. The Committee called on colleges and universities to underscore the importance of high quality undergraduate teaching and advising in their hiring, salary, promotion, tenure, and course assignment decisions and through acknowledgement of exceptional merit. In addition, the Committee called on faculties and institutions jointly to establish opportunities for faculty members to continually develop their teaching abilities.

Public universities and community colleges first provided information on faculty policies and programs related to undergraduate teaching to the Board of Higher Education in spring 1988. A summary of the information provided at that time was prepared for the Committee on the Study of Undergraduate Education (*Background Report V: Faculty and Excellence in Teaching*). Because institutions have focused only on changes and new initiatives since then in their annual review reports, this section draws from both sources of information.

Importance of Undergraduate Teaching. In 1988, community colleges reported they emphasize the importance of teaching in all hiring decisions, since teaching is the primary mission of community colleges. All public universities also reported that a faculty member's teaching, research and scholarship, and public service were evaluated in making hiring, salary, promotion, and tenure decisions although the importance of each area varied from university to university. Several universities reported that, in addition to the usual evaluation of academic credentials, candidates for full-time faculty positions made a class presentation that was evaluated by the departmental faculty as part of the on-campus interview process. In making promotion and tenure decisions, Southern Illinois University at Edwardsville reported that "evidence of effective classroom teaching is the *sine qua non*," and Northern Illinois University reported that "no department may place a greater emphasis on service or research than on teaching." On the other hand, the University of Illinois at Urbana-Champaign reported that "Without a commitment to research, scholarship, and creative performance, a faculty member cannot provide the quality of teaching at all levels offered by the University."

All colleges and universities reported they evaluated undergraduate teaching effectiveness in some way. The most common form of evaluation was by students through instructor/course evaluations, often in a machine-scored format. At Sangamon State University, teaching effectiveness was evaluated by multiple measures, including self-assessment, review of course syllabi and teaching materials, classroom visits by colleagues, and student evaluations. At the University of Illinois at Urbana-Champaign, peer evaluation of teaching was a mandatory part of the promotion and tenure process. Illinois Valley Community College was a pioneer in developing criteria that prospective instructors need to meet to teach each course offered by the College and in training administrators to evaluate teaching effectiveness.

All colleges and universities publish faculty handbooks that serve, in part, to orient new faculty members to the campus and to communicate the importance of teaching. In addition, Eastern Illinois University offered new faculty members a two-day orientation program that emphasizes the University's teaching tradition and provides information on the services available to support teaching. Governors State University, Illinois State University, Sangamon State University, and Southern Illinois University at Edwardsville also reported mentoring programs for new full-time (and, in some cases, part-time) faculty members. Wilbur Wright College reported that "master teachers" assist part-time faculty members in their field.

Since 1988, colleges and universities have reported a variety of changes to both policies and procedures related to teaching effectiveness. For example, Northeastern Illinois University adopted as a criterion for appointment to tenure-track faculty positions that candidates provide "performance-based evidence" of teaching effectiveness. Both Northeastern and Western Illinois

Universities established mentoring programs for new faculty members. Illinois State University and the University of Illinois at Urbana-Champaign reported on new programs to improve the training and supervision of teaching assistants.

The extensive use of part-time faculty members has presented challenges to community colleges in maintaining curricular continuity and improving teaching effectiveness. In 1990-91, Danville Area, Elgin, and Richland Community Colleges examined the balance between full- and part-time faculty and recommended changes in various policies and procedures. Six community colleges reported hiring additional full-time faculty members in arts and science disciplines in order to improve instruction. After reviewing the characteristics of its full-time faculty, Wilbur Wright College noted that it will potentially lose half to retirement over the next five years.

The College of DuPage, Parkland College, and Southeastern Illinois College reported the establishment of new-faculty orientation programs. Illinois Valley Community College and Triton College established mentoring programs for part-time faculty members, and Richland Community College created "lead" teachers to mentor and assist part-time faculty members in their field. In addition, a number of community colleges reported extensive revisions to their faculty evaluation procedures, some increasing the stringency of the evaluation for part-time faculty members and others extending the procedure to tenured faculty members. For example, the most recent contract between the City Colleges of Chicago and its faculty union included for the first time a post-tenure review of faculty performance.

> *Quality of teaching is the most important criterion used in evaluating faculty for retention, promotion, and tenure. Over 95 percent of all undergraduate student credit hours are delivered by regular faculty--34 percent by full professors. Teaching assistants receive close supervision in the seven departments that make use of them in introductory courses.*
>
> ***Western Illinois University***
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> *Like most comparable universities, SIUC expects that faculty will participate in and be evaluated on teaching, research, and service. There is significant variability across campus on what is considered the appropriate effort devoted to each task.... SIUC needs to focus [in the future] on a few high-quality research programs and devote considerable resources to teaching. With teaching as highly valued as research, individual faculty can be hired and evaluated on the basis of their assignment.... Faculty assignments can range from mostly teaching to mostly research, but almost all assignments should have both components.... Finally, it should be noted that in most cases the balance among research, teaching, and service will change over the course of a professional career.... These "seasons" in a career are normal and should be recognized and compensated for in percentages of assignment.*
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> ***Southern Illinois University at Carbondale***
> *"Southern Illinois University at Carbondale in the Twenty-first Century: Opportunity and Excellence," 1991*

Awards for Excellence. In 1988, most public universities and community colleges reported that they formally recognized excellence in teaching. Several of the public universities--for example, Illinois State University and the University of Illinois at Urbana-Champaign--made awards at the college level, as well as all-campus. For community colleges, the Illinois Community College Trustees Association presented an annual outstanding community college teaching award. Most of the outstanding teaching awards, especially those supported by external funds, provided a cash award. At the University of Illinois at Urbana-Champaign, the Campus Awards for Excellence in Undergraduate Teaching for both faculty members and teaching assistants provided a modest recurring salary increment, as well as a cash award.

Since 1988, Northern Illinois University created the Presidential Teaching Professorship, comparable to the already existing Presidential Research Professorship. In addition, Northeastern Illinois University, Western Illinois University, and the University of Illinois at Urbana-Champaign established Outstanding Undergraduate Advising Awards to acknowledge exceptional merit in this often unrecognized area of faculty responsibility.

Continuing Faculty Development. Efforts to assist faculty members to continue developing their effectiveness as teachers have taken several forms. In 1988, the most common efforts reported

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by colleges and universities alike were sabbatical leaves and funding for conference participation. Community colleges also offered tuition reimbursement to faculty members pursuing advanced degrees. In addition, many public universities reported a unit on campus charged to assist faculty members in their instructional roles. For example, Western Illinois University has the Office of Faculty Development, Northern Illinois University the Faculty Consultant Service, and the University of Illinois at Urbana-Champaign the Office of Instructional Resources. Most community colleges reported that they held pre-fall term workshops for faculty and staff.

Since 1988, colleges and universities have reported an increasing use of on-campus workshops, colloquia, and seminar series--and occasionally off-campus retreats--to explore campus-wide curriculum and teaching issues. For example, Northeastern Illinois University, Illinois State University, and Southern Illinois University at Edwardsville reported workshops and seminar series on general education; Chicago State University, Northeastern Illinois University, Northern Illinois University, Kennedy-King College, and Joliet Junior College held workshops on assessment; and Western Illinois and Sangamon State Universities and Morton and Triton Colleges reported seminars on multicultural education. The most common topics reported for working seminars were writing across the curriculum, reported by four universities and two community colleges, and critical thinking across the curriculum, reported by two universities and three community colleges. Other common topics included using computers and other technologies--such as telecommunications and videodiscs--in the classroom, strategies for improving student retention, and internationalizing the curriculum.

Several colleges and universities reported bringing in outside experts to share their experiences with reform in order to initiate the dialogue on campus. For example, the College of DuPage brought in Jaime Escalante, the East Los Angeles teacher on whose experience the film *Stand and Deliver* was based, for an all-campus convocation, and Chicago State University invited Uri Treisman to lead a faculty seminar. Other colleges and universities reported sending faculty members to the "experts." For example, both campuses of Southern Illinois University reported sending a contingent of faculty and staff to the annual Assessment Forum sponsored by the American Association for Higher Education.

Another new staff development effort reported by seven public universities and by Richland Community College was the creation of campus-wide competitive grants to support instructional innovation. These grant funds range in size from the $1 million Excellence in Undergraduate Education Fund at Southern Illinois University at Edwardsville to the $12,000 reported by Sangamon State University, although several institutions did not report the amount of their grant funds.

Among community colleges, Belleville Area, Illinois Central, and Rend Lake Colleges appointed a coordinator or established an office to coordinate continuing faculty development activities. Several community college faculty development activities were initiated by faculty members. For example, Olive-Harvey College reported its faculty initiated a Colloquium on Academic Issues, and Shawnee Community

The Critical Literacy Project, initially funded by FIPSE, has as its core an intensive faculty seminar, held during the summer, in which participants examine the theory and practice of critical thinking. Participants then follow up with a workshop during which they apply the theory and practice to their own courses. A second-level seminar is now also offered. A by-product of the program is the formation of a peer support system for the improvement of teaching. To date, more than half of the full-time faculty members and many part-time faculty members have participated.

Oakton Community College

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The University sponsored a series of four seminars on cultural differences in business practices in the Far East, Southeast Asia, the Middle East, and Africa. Two hundred students and faculty members participated in these seminars, involving representatives from international business and trade organizations. In addition, 20 corporate executives led discussions of ways to introduce international perspectives into the curriculum. During International/Intercultural Week, international performers and speakers drew audiences of more than 600 students and faculty members.

Northeastern Illinois University

College reported that a group of faculty and staff formed a computer group to share knowledge and improve their computer skills. Danville Area Community College reported that many of the College's faculty and staff members participated in the community's *Work Force Challenge 2000* initiative for addressing the community's needs for a better prepared workforce.

In summary, as a result of undergraduate education reviews and the assessment of student achievement, colleges and universities are initiating various efforts to improve the undergraduate educational experience of their students. The general education component of the curriculum is being extended in length, on the one hand, and focused for greater coherence, on the other. Greater attention is beginning to be paid to the development of baccalaureate-level skills through additional or advanced requirements, as well as through such programs as writing, critical thinking, and mathematics across the curriculum. International and multicultural experiences are being incorporated into courses and requirements, and students are becoming more involved in their own learning through increasing opportunities for collaboration and small classes. Synthesizing capstone courses and other integrating experiences are being added to baccalaureate majors, academic standards are being strengthened through policy changes, and scholarship is being encouraged. Various academic and student support programs and services are being initiated, expanded, reorganized, and modified to better assist students to achieve and to promote retention. Finally, campus policies are placing greater stress on the importance of undergraduate teaching and advising, and faculty development programs are focusing on enhancing teaching effectiveness.

Statewide Trends

In concluding its discussion of student achievement, the Committee on the Study of Undergraduate Education recommended that the Board of Higher Education examine trends in student progress, retention, and graduation and trends in resources allocated to undergraduate education, as well as the institutions' reviews of undergraduate education, to monitor the quality of undergraduate education statewide. This section presents state--and, to the extent possible, national--trends in achievement, persistence, and graduation. In addition, recent trends in resource allocation to undergraduate instruction and student support services are examined.

Undergraduate Achievement

Because measures of student achievement vary from institution to institution, there are no directly comparable measures either state or nation wide. Several national studies, however, are attempting to set benchmarks in some areas. For example, in examining mathematics enrollment and course content at the undergraduate level, the National Research Council in *Moving Beyond Myth* (1991) reported that mathematics enrollment increased by 70 percent since 1970; however, two-thirds of all undergraduate mathematics enrollment is below the level of calculus. The number of undergraduates who enroll in at least one mathematics course during their collegiate experience varies from 25 percent at community colleges to two-thirds at research universities to 85 percent at comprehensive universities.

For Illinois public universities, when already adopted revised general education requirements are fully implemented and assuming that each public university continues to award the same share of baccalaureate degrees as it did in fiscal year 1990, approximately 88 percent of public university baccalaureate graduates will have satisfactorily completed a college-level mathematics course, although not necessarily calculus.

In lieu of comparable measures of student learning across institutions, student retention and graduation rates are frequently used as proxy measures of student achievement. For example, the National Association of Independent Colleges and Universities in *Undergraduate Completion and Persistence at Four-Year Colleges and Universities* (1990) reported that only 15 percent of the students entering four-year colleges in 1980 graduated in four years, and fewer that half had completed a

bachelor's degree after six years. The Association's study also reported that smaller proportions of Black and Hispanic students than other students had graduated after six years.

In 1989, the Illinois public universities initiated a project to share enrollment and graduation files in order to measure persistence and graduation rates and to determine how many undergraduates considered "drop outs" by one university had graduated from another. The first study, which followed for eight years the persistence and graduation rates of freshmen who enrolled in the ten universities that admit freshmen, found that after eight years about half of the students had graduated from the same institution at which they first enrolled and an additional five percent had transferred to and graduated from another public university. A report on this study, *Retention and Graduation Patterns at Illinois Public Universities*, was presented to the Board in September 1989. The shared data on freshmen entering in fall 1981 through fall 1987 showed slight increases in retention through graduation for more recent classes, as was reported in *Status Report on Monitoring Student Progress Projects* in October 1990. These studies suggest that Illinois public university graduation rates prior to the Board's initiative to improve undergraduate education were at least comparable to or slightly higher than national rates.

More recent trends in the number of baccalaureate degrees awarded compared to undergraduate enrollment in public universities suggest that retention through graduation may be improving. Between fiscal years 1985 and 1990, the number of baccalaureate degrees awarded increased by 5.7 percent, while undergraduate enrollment increased by only 1.4 percent during this period.

As shown in earlier sections of this report, most of the public universities have initiated strategies, services, and programs to improve student achievement and retention, especially during the freshman year and especially among minority students. Since these efforts have largely been implemented within the last two to three years, the entering freshmen affected by them will not begin to graduate until spring 1992 at the earliest.

Among public universities, trends in retention and graduation rates provide one overall measure of the institution's effectiveness in undergraduate education. For the community colleges, the process of determining retention and graduation rates is more complex. Because of the large number of students who enroll without planning to earn a degree and the large number of students who transfer prior to completing their degrees, community colleges both in Illinois and across the country are in process of defining which students should and should not be included in retention studies. The expansion of the Illinois shared enrollment and graduation system to include community colleges will provide information on the number of community college students who transfer to and graduate from public universities in Illinois, but will not help individual colleges determine their own within-college persistence rates.

Although data are not available on persistence rates within community colleges statewide, Table 1 presents information on the recent trends in associate degrees conferred by community colleges. The table shows that, while the total number of associate degrees awarded has remained constant for the past six years, the number of baccalaureate-transfer AA and AS degrees has increased by 23.7 percent.

Trends in the employment, further education, and satisfaction of graduates are another important measure of the effectiveness of the education provided by a college or university. During the past year, the Board of Higher Education staff worked with representatives from the public universities to develop a Baccalaureate Graduates' Follow-Up System. Beginning in spring 1992, the public universities will incorporate a series of common questions on employment, further education, and satisfaction into their existing surveys of baccalaureate graduates and will report the responses to these common questions to the Board of Higher Education as part of their undergraduate education and degree program reviews beginning with the RAMP submitted in July

1993. Surveys will be conducted on a three-year cycle, with graduates surveyed one year after graduation the first year, then five-year out graduates the second year, and ten-year out graduates the third, in order to determine the longer term impact of the undergraduate experience on employment, further education, and satisfaction.

Table 1

ASSOCIATE DEGREES CONFERRED BY ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEAR 1985 THROUGH FISCAL YEAR 1990

	FY1985	FY1986	FY1987	FY1988	FY1989	FY1990	Percent Change
Associate in Arts/Science	9,622	10,677	10,190	11,099	11,359	11,899	23.7 %
Associate in Applied Science	10,517	10,556	9,379	8,879	8,222	8,225	(21.8) %
General Associate Degree	377	553	393	289	393	480	27.3 %
TOTAL	20,516	21,786	19,962	20,267	19,974	20,604	0.4 %
Percent Baccalaureate-Transfer	46.9%	49.0%	51.0%	54.8%	56.9%	57.8%	

Source: ICCB Data and Characteristics

Trends in Resources

Since fiscal year 1987, the year the policies on improving undergraduate education were first adopted, the Board of Higher Education has recommended new state funds to support campus initiatives to improve undergraduate education in its annual budget recommendations to the Governor and General Assembly. Except for fiscal year 1990, no additional state funds were appropriated for this effort. In fiscal year 1990, as a result of the temporary income tax surcharge, public universities received $950,000 in new state funding to develop their review and assessment processes and nearly $18 million to implement undergraduate program improvements, including initiatives to improve the retention of minority students. Public community colleges received $1.5 million to implement improvements to undergraduate education and $3 million for faculty development.

The Board of Higher Education gathers public university enrollment and expenditure data by level of instruction through the annual Discipline Cost Study. The Illinois Community College Board gathers similar community college enrollment and expenditure data in its annual Unit Cost Report. Table 2 presents these data for public university baccalaureate instruction and for community college baccalaureate-transfer instruction for each fiscal year from 1985--the year before the Board's policies on undergradute education were adopted--through 1990. Due to slight differences in the definitions of data elements between these two reporting processes, public university and community college expenditures on a per student basis should not be compared.

Table 2 shows that the number of full-time equivalent (FTE) undergraduate students increased in both sectors during this six-year period: by 1.4 percent at public universities and by 11.5 percent at public community colleges. Moreover, with the exception of fiscal year 1989 for public universities and fiscal year 1986 for community colleges, FTE enrollment increased in each year.

Table 2

BACCALAUREATE AND BACCALAUREATE-TRANSFER FTE ENROLLMENT AND INSTRUCTIONAL AND STUDENT SUPPORT CONSTANT DOLLAR EXPENDITURES FISCAL YEARS 1985 THROUGH 1990

Public Universities

	FY1985	FY1986	FY1987	FY1988	FY1989	FY1990	Percent Change
FTE Enrollment[1]	131,346	131,818	132,288	132,792	132,314	133,233	1.4 %
Expenditures (in millions of FY1990 dollars[2])							
Instruction[3]	$201.6	$201.5	$202.4	$187.1	$189.9	$195.9	(2.8)%
Student Support[4]	26.8	27.7	29.2	28.8	29.6	32.2	20.0 %
Total	228.5	229.2	231.6	216.0	219.5	228.1	(0.2)%
Expenditures per FTE Student (in FY1990 dollars)							
Instruction	1,535	1,528	1,530	1,409	1,435	1,471	(4.2)%
Student Support	204	210	221	217	223	242	18.3 %
Total	$1,740	$1,739	$1,751	$1,626	$1,659	$1,712	(1.6)%

Community Colleges[5]

	FY1985	FY1986	FY1987	FY1988	FY1989	FY1990	Percent Change
FTE Enrollment[1]	84,259	81,443	87,294	88,809	92,816	93,944	11.5 %
Expenditures (in millions of FY1990 dollars)							
Instruction[6]	$129.4	$128.9	$135.3	$136.1	$138.0	$134.7	4.1 %
Student Support[7]	22.2	22.6	24.0	27.2	28.0	27.7	24.8 %
Total	151.6	151.5	159.3	163.3	166.0	162.4	7.1 %
Expenditures per FTE Student (in FY1990 dollars)							
Instruction	1,536	1,583	1,550	1,533	1,487	1,434	(6.6)%
Student Support	263	277	275	306	302	295	11.9 %
Total	$1,799	$1,860	$1,825	$1,839	$1,788	$1,728	(3.9)%

[1] FTE Enrollment calculated from annual student credit-hours generated.
[2] Expenditures adjusted to FY1990 dollars by the Higher Education Price Index.
[3] Includes direct and indirect instruction in the University Cost Study.
[4] Includes student social and cultural development, counseling and career services, advising, student health/medical services, financial assistance, financial aid and student service administration and intercollegiate athletics.
[5] Excludes State Community College.
[6] Includes instructional staff salaries and benefits.
[7] In addition to the same student support activities included for public universities, community college student services includes admissions and registration.

Sources: Public University Discipline Cost Study and ICCB Unit Cost Reports

Table 2 also displays the public university and community college expenditures for instruction and for student support services during this period. All expenditures are adjusted to fiscal year 1990 dollars by the Higher Education Price Index. Between fiscal years 1985 and 1990, while overall expenditures increased, constant dollar expenditures for undergraduate instruction (both lower and upper division) at public universities declined by 2.8 percent, from $201.6 million to $195.9 million. On a per FTE student basis, public university expenditures for undergraduate instruction declined by 4.2 percent over this six-year period. At community colleges, constant dollar expenditures for baccalaureate-transfer instruction (lower division only) increased by 4.1 percent, from $129.4 million in fiscal year 1985 to $134.7 million in fiscal year 1990. Since this rate of increase was lower than the rate of increase in enrollment, community college expenditures for instruction declined by 6.6 percent on a per FTE student basis.

Many of the improvements to undergraduate education described earlier in this report involved the addition or expansion of support programs and activities within the student services area. As is shown on Table 2, expenditures for student support services increased between fiscal years 1985 and 1990 at both public universities and community colleges. Public university student services expenditures increased by 20 percent in constant dollars from $26.8 million to $32.2 million, while community college expenditures increased by $5.5 million, or 24.8 percent. The constant dollar increase in expenditures for student support services, however, was not sufficient to offset the decline in expenditures for instruction. Thus, combined expenditures for instruction and student services declined on a per student basis by 1.6 percent at public universities and 3.9 percent at community colleges.

In the five years since the Board of Higher Education's adoption of the policies on improving the quality of undergraduate education, public universities have made sufficient progress in undergraduate assessment and review to identify needed improvements and to estimate the resources required to implement them. Some universities have reallocated funds to support these improvements since fiscal year 1990. For example, in their summer 1991 reports, six public universities indicated they reallocated funds to support assessment initiatives and improvements to undergraduate education in fiscal years 1991 and 1992. Chicago State University reported reallocating $500,000 in fiscal year 1991 and an additional $113,000 in fiscal year 1992 to support a variety of retention efforts. Western Illinois University reallocated nearly $500,000 and Illinois State University more than $1 million in fiscal year 1991, while the University of Illinois at Chicago reported reallocating $180,000 in fiscal year 1992 to support undergraduate education improvements. The University of Illinois at Chicago also indicated it is seeking external support to implement its introductory language program and the professional development programs in biology, chemistry, and physics. Both Northeastern Illinois University and Sangamon State University indicated they reallocated funds for specific purposes, but did not provide dollar amounts.

In their fiscal year 1993 budget requests, the public universities identified $31.9 million in resources necessary to continue developing their review and assessment processes and to implement the undergraduate education improvements already identified. Specific campus requests by type are shown on Table 3. More than a third of the total request was for implementing revised general education requirements, with an additional third for instructional computing and laboratory equipment and 21 percent for improvements to student support services. Although staff development is included in several requests in the general education and assessment categories, no separate funding was requested to improve the teaching effectiveness of current faculty members.

No comparable cost estimates for implementing improvements are available for Illinois public community colleges. The fiscal year 1993 community college budget request is based on the finance plan, approved in 1979, that provides for the development of budget recommendations based upon actual instructional costs in seven instructional categories. The community college fiscal year 1993 request includes a five percent increase in the baccalaureate-transfer credit hour grant rate.

Table 3

PUBLIC UNIVERSITY REQUESTS FOR STATE FUNDS TO SUPPORT UNDERGRADUATE EDUCATION
FISCAL YEAR 1993

(in thousands of dollars)

	Improvement of Instruction				Student Support Services			
	General Education[1]	Equipment	Assessment	K–12 Teacher Education	Minority Student Achievement[3]	Learning Assistance	Student Orientation/ Advising	Total
Board of Governors	$ 5,050.9	$ 2,232.8	$ 239.5	$ 54.3	$ 1,342.4	$ 2,145.3	$ 105.9	$ 11,171.1
Chicago State University	200.0	150.0	-0-	-0-	475.5	1,447.5	-0-	2,273.0
Eastern Illinois University	2,969.6	-0-	239.5	-0-	314.6	-0-	-0-	3,523.7
Governors State University	269.8	364.6	[2]	54.3	89.6	-0-	-0-	778.3
Northeastern Illinois University	774.0	333.8	-0-	-0-	375.0	411.0	-0-	1,893.8
Western Illinois University	837.5	1,384.4	-0-	-0-	87.7	286.8	105.9	2,702.3
Board of Regents	2,575.0	2,060.5	976.1	470.0	953.5	150.0	450.0	7,635.1
Illinois State University	1,765.0	927.5	576.1	200.0	274.5	-0-	-0-	3,743.1
Northern Illinois University	750.0	1,133.0	350.0	200.0	639.0	-0-	450.0	3,522.0
Sangamon State University	60.0	-0-	50.0	70.0	40.0	150.0	-0-	370.0
Southern Illinois University	1,200.1	3,942.7	216.8	-0-	867.1	-0-	-0-	6,226.7
Carbondale	719.2	3,072.0	156.8	-0-	497.1	-0-	-0-	4,445.1
Edwardsville	480.9	870.7	60.0	-0-	370.0	-0-	-0-	1,781.6
University of Illinois	3,130.0	3,000.0	-0-	[2]	740.0	-0-	-0-	6,870.0
Chicago	1,100.0	1,200.0	-0-	[2]	425.0	-0-	-0-	2,725.0
Urbana-Champaign	2,030.0	1,800.0	-0-	[2]	315.0	-0-	-0-	4,145.0
TOTAL	$ 11,956.0	$ 11,236.0	$ 1,432.4	$ 524.3	$ 3,903.0	$ 2,295.3	$ 555.9	$ 31,902.9
Percent of Total	37.5	35.2	4.5	1.6	12.2	7.2	1.7	100.0

[1] Does not include requests to support specific baccalaureate programs.
[2] Included as part of General Education request.
[3] Does not include pre-college or graduate minority programs.

Source: Public University Budget Requests

In summary, since the improvement of undergraduate education was identified as a state priority in September 1986, public university expenditures for undergraduate instruction have declined on a constant dollar basis, while total expenditures increased. Constant dollar expenditures per student have declined at both public universities and community colleges. Public university requests for funding in fiscal year 1993 identified the additional resources needed to implement undergraduate education improvements resulting from institutional assessment and review processes. With little expectation of significant state revenue increases in the foreseeable future and with increasing resistance to substantial local tax and tuition increases, the additional resources required to enhance the quality of undergraduate education will need to come from institutional reallocations and productivity improvements.

Conclusions and Next Steps

This report on *Undergraduate Education: Learning and Teaching* is the first of three reports planned for this year on the implementation of the Board of Higher Education's policies on improving the quality of undergraduate education as adopted first in September 1986 and revised in September 1990. This report has described in considerable detail the efforts by public universities and community colleges to implement systematic undergraduate review and assessment processes over the past three years as called for in the policies on student achievement, scholarship, and general education and on faculty and excellence in teaching. The second report, planned for March 1992, will describe the implementation of the Board's policies on student preparation and access, while the third, planned for May, will describe implementation of the policies on transfer and articulation.

Conclusions

The description in this report of efforts by public universities and community colleges to implement undergraduate review and assessment processes and to improve undergraduate education has emphasized the diversity of initiatives across institutions, rather than commonalities among institutions. Nevertheless, five general conclusions can be drawn from institutional efforts so far.

First, public universities and community colleges have made a commendable start in implementing undergraduate review and assessment processes. In reviewing efforts by individual campuses, however, it is clear that some institutions have made more progress than others. All institutions have reformed their entry-level assessment processes, and most are analyzing student satisfaction and post-graduation behavior to identify areas needing improvement. Among public universities, however, only Illinois State University, Southern Illinois University at Carbondale, and Southern Illinois University at Edwardsville have begun to assess student achievement of baccalaureate-level skills and general education beyond the entry level. Among community colleges, only eight--Harry S Truman College, Wilbur Wright College, College of DuPage, College of Lake County, McHenry County College, Moraine Valley Community College, Oakton Community College, and Waubonsee Community College--have done so.

Second, the improvements to undergraduate education reported to date suggest that public colleges and universities have placed greater emphasis on improving the "learning" side of the equation than the "teaching" side. On the learning side, institutions have begun to incorporate the development of baccalaureate-level skills across the undergraduate curriculum, strengthened the general education component of the curriculum, initiated efforts to improve advising, and created or extended student and academic support programs. On the teaching side of the equation, while all institutions reported that the quality of undergraduate teaching is considered in faculty hiring, promotion, and tenure decisions, its relative priority differs among institutions. In addition, many institutions reported making annual awards to recognize outstanding teachers, and most have initiated programs to assist faculty members in developing their teaching abilities. Few institutions,

however, provided information on the proportion of the faculty involved in these programs or their impact on classroom teaching thus far, and instructional expenditures per student have declined.

Third, many campus reports show a clear organizational differentiation of effort between academic affairs and student services. Some college and university annual reports clearly show that many faculty members have become energized by a renewed emphasis on undergraduate teaching and learning. For example, the faculty are clearly involved in Southern Illinois University at Carbondale's general education assessment program and in Chicago State University's campus-wide retention efforts. At the same time, most of the non-curricular reforms to undergraduate education involved the creation or expansion of specialized services for particular student groups, such as academic advising centers for "undecided" majors, transfer centers at community colleges, tutoring services, and special assistance programs for minority and other underrepresented students. These services, many of which were once considered part of the faculty's role and responsibilities, are now being provided by non-faculty professionals with specialized preparation or training.

Fourth, in addition to differentiating between academic affairs and student services, both the development of the assessment and review process and the variety of improvements reported by institutions as a result reflect the decentralized character of colleges and universities. On some public university campuses, for example, individual departments or colleges determine the general education requirements for their majors and develop their own general education assessment measures. The course improvements and teaching innovations reported also appear to be individual department or faculty member initiatives. While individual efforts are to be applauded, their pervasiveness raises questions about the coordination and cohesiveness of campus efforts and suggests that the improvement of undergraduate education needs to be strengthened as a campus-wide priority.

Finally, despite the state's allocation of nearly $19 million in new resources to improve undergraduate education at public universities and $4.5 million at public community colleges in fiscal year 1990, instructional expenditures per student declined in constant dollars between fiscal years 1985 and 1990. Three public universities, however, did report reallocating more than $2 million to their undergraduate improvement efforts in fiscal year 1991. In their fiscal year 1993 budget requests, public universities identified resource requirements of $31.9 million to implement improvements to undergraduate education, to implement the next stages of their assessment processes, and to further enhance the retention of undergraduate minority students. While institutions recognize the need to devote increased resources to improving undergraduate education, institutional procedures for reallocating the resources necessary to meet these needs should be enhanced.

Next Steps

Illinois colleges and universities have given priority to improving the quality of undergraduate education in the past few years as evidenced by the variety of improvements reported. Whether the improvement of undergraduate education remains a high priority will depend, in part, on the emphasis the Board of Higher Education, governing boards, and campuses continue to give it in priority-setting processes. Key among these processes will be the identification and reallocation of the resources needed to implement the improvements already identified.

At its November 26, 1991, meeting, the Board of Higher Education resolved to act as a committee of the whole to examine the priorities, quality, and productivity of Illinois higher education; to evaluate strategies and statewide processes for setting priorities; and to implement productivity improvements. At the same time, the Board called upon governing boards and college and university campuses to establish parallel processes to set priorities and improve productivity.

In these parallel processes, the Board of Higher Education, governing boards, and campuses will need to determine how best to maintain the improvement of undergraduate education as a high state and campus priority by addressing specific questions about how this priority can be accomplished:

- What state-level strategies would stimulate continued progress among those campuses "out in front" in implementing assessment and review processes and making improvements, and what strategies would accelerate the pace at other campuses?

- How successful will the improvement of undergraduate education be if initiatives are limited to the "learning" side of the equation and the "teaching" side is largely neglected? What statewide, governing board, and campus policies would stimulate vigorous review and improvement of undergraduate teaching? What strategies would extend the energy and commitment of a few faculty members to greater numbers of faculty members and from reforming curriculum to improving teaching practices?

- Are students better served--and is productivity increased--by reallocating traditional faculty roles to other professional staff? Can improvements in student achievement be demonstrated as a result of these support services? What resource requirements are associated with the increased use of "other professionals," and what are the implications of this shift for the faculty's role in undergraduate education?

- What is the correlation, if any, between the increase in faculty time spent on research and public service at public universities and the shift away from traditional roles in undergraduate education? What state, governing board, and campus strategies would strengthen the faculty's role and responsibilities in undergraduate education?

- What state, governing board, and campus strategies are needed to institutionalize the improvement of undergraduate education as a priority on each campus? To what extent are undergraduate education improvements currently coordinated across individual campuses? What campus strategies would assure the necessary level of coordination and congruency among efforts, so that actions taken by one unit do not counteract or undermine actions taken by another?

Through its policy setting, program approval, program review and evaluation, and budget development processes, the Board of Higher Education, as a coordinating board, identifies statewide priorities and influences productivity improvements. Ultimately, however, it is the responsibility of individual governing boards, campus academic and administrative units, and faculty and staff members to identify and implement the specific programmatic and productivity improvements needed to accomplish the goal of improving the quality of undergraduate education within each institution. Through the parallel processes established in the Priority, Quality, and Productivity Initiative, the Board of Higher Education, governing boards, and institutions have the opportunity to work together to implement improvements.

APPENDIX A

BOARD OF HIGHER EDUCATION POLICIES
September 1990

Student Achievement, Scholarship, and General Education

- To enhance the undergraduate educational experience, colleges and universities should promote excellence in undergraduate teaching, interaction between faculty and students, student involvement in and commitment to learning and academic achievement, and the centrality of general education to baccalaureate education.

- Colleges and universities shall define the objectives of the general education and the program major portions of the undergraduate curriculum and expectations for the development of baccalaureate-level skills, establish time frames for students to achieve these objectives and expectations, and communicate to students the rationale for and importance of these objectives and expectations. Student responsibilities in achieving these objectives and expectations should be emphasized in academic advising.

- Colleges and universities shall conduct regular reviews of the undergraduate educational experience. These reviews shall include the undergraduate curriculum (general education, program majors, and the development of baccalaureate-level skills) and the quality of teaching and the learning environment, academic and student support services, and institutional policies and procedures affecting undergraduate students. The findings and conclusions of these reviews shall be reported to the Illinois Board of Higher Education.

- Each college and university shall assess individual student progress in achieving its objectives for general education, the major, and the development of baccalaureate-level skills in order to promote the success of all students. It is expected that colleges and universities will assess student progress at appropriate intervals and that assessment results will be used to reinforce the maintenance of academic standards and to improve the undergraduate educational experience. The results of the assessment of student progress shall be incorporated into program review.

- The statewide system for monitoring the academic progress, retention, and completion of cohorts of undergraduate students should be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information should serve as the basis for the regular review and improvement of the undergraduate curricula and support services of colleges and universities.

- The Illinois Board of Higher Education will use institutional trends in student progress, retention, and completion; campus-level reviews of the undergraduate educational experience; and other information to monitor statewide trends in student achievement in, resource commitments to, and program quality results of undergraduate education. In cooperation with colleges and universities, the Illinois Board of Higher Education will use these state-level analyses to make necessary modifications in state policies on undergraduate education.

Faculty and Excellence in Teaching

- Colleges and universities should give increased attention to the emerging challenges to faculty and excellence in teaching: the changing composition of the faculty, new roles for faculty members, the changing characteristics of the student body, and new methods for the delivery of instruction. Each college and university should also give increased attention to keeping

the public informed about its mission and priorities and its commitment to excellence in teaching and to undergraduate education.

- Each college and university should assure that faculty members are well prepared to teach. Doctoral degree-granting institutions should provide supervised teaching opportunities to develop the teaching skills of graduate students who plan academic careers. Colleges and universities should also make special efforts to emphasize the importance of instruction in orientation programs for new faculty members, to assist classroom instructors in developing their teaching skills, and to integrate part-time faculty members into the academic processes of the institution.

- Proficient scholar-teachers are essential to the improvement of undergraduate education. Each faculty member should engage in scholarship and keep abreast of developments in the discipline through such activities as continuing study in the discipline and related disciplines, designing new courses, authoring works that synthesize and clarify developments in the field, or participating in professional activities, as well as through research and creative activity. Each faculty member should also keep abreast of developments in teaching techniques and in the teaching and learning process.

- Faculties and their institutions should jointly develop the means to support continuous opportunities for faculty members to grow and develop in their instructional and scholarly roles. Opportunities should be provided not only for course and curriculum development, but also for the improvement of instructional strategies and the incorporation of baccalaureate-level skills (i.e., communication, mathematical, and critical and analytical thinking skills) into baccalaureate coursework. Faculty members should also be assisted in seeking formal and informal feedback from peers and students on teaching effectiveness.

- Colleges and universities should assure that the importance of undergraduate teaching and advising is recognized through formal acknowledgement of outstanding contributions and through criteria used in faculty appointment, salary, promotion, and tenure decisions.

- Colleges and universities should assure that faculty assignments reflect the importance of undergraduate instruction by maintaining an appropriate balance between undergraduate instruction and graduate instruction, research, and public service. This balance should include the assignment of the institution's most effective teachers to undergraduate courses, particularly lower-division courses.

- Because faculty members play a key role in program improvement, an evaluation of the policies and practices that provide the conditions for faculty members to enhance undergraduate instruction shall be incorporated into the program review process at both the state and institutional levels.

APPENDIX B

SUMMARY OF PUBLIC UNIVERSITY REVIEWS OF UNDERGRADUATE EDUCATION
ACADEMIC YEAR 1990-91

Chicago State University

Review and Assessment: The assessment matrix (plan) was completed, which includes basic and baccalaureate-level skills testing (Qualifying Examinations with appropriate remediation); assessment of general knowledge in the humanities, social sciences, and natural sciences; and senior-level assessment of performance through integrative/capstone experiences in each major--all of which are fully or substantially in place. The assessment of student support services, student self-assessment, and involvement of faculty in individual projects are being developed, with complete implementation scheduled for fall 1993.

Curriculum and Course Improvements: On May 8, the Committee on General Education submitted its recommendations to the Provost and President. The University implemented the writing-across-the-curriculum program through supplemental sections, writing-intensive courses, and writing-assisted courses; Honors course sections; and an integrative/capstone experience in each undergraduate major. Internship opportunities and evening/weekend scheduling of upper-division courses were also expanded.

Student Support Improvements: The University initiated a campus-wide retention effort, establishing of a graduation rate of 75 percent within seven years after entry as the goal. A $75,000 incentive grant to support tutoring, mentoring, and supplemental instruction sections; departmental retention committees; an early warning system at six weeks and mid-term; and a Council of Community Volunteers were created to assist in reaching this goal. The University also implemented a centralized one-stop registration/financial aid/fee payment process with expanded hours; expanded hours for child care, counseling, and the bookstore; held workshops on study skills, time management, and stress management; and expanded new-student orientation. In fall 1991, under the direction of a Campus Coordinator, the University will decentralize the advising of lower-division students to the departments and provide on-line access to student records. A Minority Student Transfer Partnership was initiated with six community colleges (joint admissions, curriculum articulation, and joint retention monitoring). The Chicago State-University of Minnesota Pipeline project began to recruit qualified minority students into the Ph.D. in biology (summer component, faculty exchange, and high school teacher training), and support (research assistantships, conference attendance, presentation of papers) was provided for student research projects to encourage students to pursue graduate study.

Faculty Development: Four workshops on assessment, four writing-across-the-curriculum workshops, eight retreats on retention goals and strategies, a one-day workshop by Uri Treisman, and various workshops on mentoring/advising and accreditation were held.

Resources: The University reallocated more than $500,000 in fiscal year 1991 to support these improvements, with an additional $113,000 to be reallocated in fiscal year 1992 to support reduced teaching loads in English and math and community college articulation.

Eastern Illinois University

Review and Assessment: A statement on the philosophy of assessment was drafted by the University Committee on Assessment for discussion and adoption in fall 1991. Eight departments are developing strategies for assessment, with six scheduled to begin data collection in 1991-92 and two continuing development. Student attitudinal surveys are continuing. A Program Review

Committee completed an 18-month study, resulting in recommendations to improve the quality, efficiency, and cost-effectiveness of the program and undergraduate education review processes.

Curriculum and Course Improvements: The new core general education curriculum is in its final stages of approval: five of nine elements (language, foundations of civilization, foreign language, the Constitution, and the senior capstone seminar) have been approved. The remaining four elements are being refined, with the expectation of implementation of all nine elements in fall 1992. The Council on Academic Affairs will create a faculty committee to monitor and assess the implementation of the new general education core curriculum.

Student Support Improvements: A Minority Admissions Program was initiated in fall 1990, with 58 of the 63 students admitted in the fall retained in the spring semester. Seventy-one new students have been admitted for fall 1991. The Task Force on Enhancing Minority Participation on Campus submitted its recommendations to the University President. The Academic Support and Retention Committee continues to serve as a clearinghouse for retention strategies and as a support group for developing faculty and staff participation. It also monitors retention efforts to advise the Dean of Academic Development.

Resources: The University indicated that "additional state funds will be necessary if the University is to fully implement the integrated core...," as well as to institutionalize its program assessment plan and address issues of cultural diversity.

Governors State University

Review and Assessment: A retention/graduation study of student entry cohorts by major led to the revision of policies on the University's proficiency examinations in writing and mathematics. Beginning in fall 1991, students will be required to pass both exams within the first semester, with subsequent enrollment restricted until passage is achieved.

Curriculum and Course Improvements: The University completed identification of courses to fulfill new general education requirements effective in fall 1992. The University Curriculum Committee began reviewing and recommending modifications to academic policies and is developing a comprehensive policy on undergraduate curriculum development, including developing criteria and methods for assuring that writing, critical thinking, and computing skills are incorporated into courses in the major, that each major requires an integrative capstone course, and that each graduate has completed at least one course requiring "active learning."

Student Support Improvements: Planning for telephone registration, to be implemented in winter 1992, led to a thorough review and modification of policies and procedures in admission, advising, financial aid, career planning, and other University offices and resulted in a restructuring of the Division of Student Affairs. A new-student orientation program also will be implemented in fall 1991, and a more detailed year-long schedule of courses is being prepared for publication to enable students to plan coursework more effectively.

Resources: The University indicated that "Without additional resources..., it is increasingly unlikely that the University will be able to implement the requirements (in) computer competence, oral communication, and ethics--three of the critical areas identified as part of the University's review of undergraduate education."

Northeastern Illinois University

Review and Assessment: The results of the ACT *Entering Student Survey*, the ACT *Freshman Class Profile*, and various "user satisfaction" surveys are being used to improve placement and competency testing and such student services as registration, financial aid, and advising. The

Department of Reading, in cooperation with the Office of Academic Development, revised the developmental reading sequence of courses and implemented new procedures for placing students, monitoring their performance, and determining "exit" success. A joint faculty-administrative committee is developing measures and criteria to implement a mathematics proficiency requirement in fall 1992. The annual academic program review process was revised to ensure program quality. At the college level, the Colleges of Business and Management, Education, and Arts and Sciences (six departments) initiated a variety of measures of student learning outcomes in specific course sequences or in the major.

Curriculum and Course Improvements: A draft of the General Education Program proposal was distributed to the faculty. Twenty corporate executives were invited to campus to discuss ways to internationalize the curriculum.

Student Support Improvements: The Parent/Family Orientation Program was expanded, and a separate orientation program for transfer students was pilot tested. The training program for faculty advisers and the advising handbook were revised to improve the advising process. The Minority Student Mentoring program was expanded, and weekend student leadership retreats were conducted. Colleges and departments have been requested to analyze reasons for attrition and to initiate efforts to improve retention. Departmental career days were held in addition to the all-campus Employer Day Career Fair. The Committee on Cross-Cultural Education coordinated a variety of activities, including a series of four seminars on cultural differences in business practices that attracted 200 students and faculty members and International/Intercultural week lectures and performances in which 600 faculty and students participated.

Faculty Development: Workshops were offered on various aspects of assessment, and four symposia were held on general education. A new faculty mentoring program was initiated in fall 1990. Criteria for the appointment of tenure-track faculty members were revised to require performance-based evidence of teaching effectiveness.

Resources: The University reallocated resources to implement an Action Plan Fund that provided funding to support 28 proposals for enhancing the teaching/learning environment and to designate an Assessment Coordinator. State funding was requested to support the implementation of the math proficiency test and the new general education requirements.

Western Illinois University

Review and Assessment: In cooperation with the University Committee on Assessment, 15 departments began developing plans to assess student achievement in the major. Beginning in 1991-92, each undergraduate program being reviewed must submit its assessment plan as part of the cyclical program review process. A subcommittee on assessment of baccalaureate-level skills began formulating objectives, and a special committee was established to review the University Writing Exam. Both committees are expected to report in 1991-92. A variety of special studies were conducted, including an analysis of course time and frequency scheduling, a twenty-year trend analysis of cumulative and semester grade point averages, an analysis of undergraduate credit hour production by faculty rank, and an analysis of retention and graduation rates of special admission students and intercollegiate athletes (62 percent of intercollegiate athletes entering in fall 1984 had graduated by spring 1991, compared with 43 percent for all undergraduates entering in fall 1984).

Curriculum and Course Improvements: The Committee on General Education presented its recommendations for revising the general education curriculum to the Faculty Senate, which gave initial approval in spring 1991. The Faculty Senate also approved guidelines for the inclusion of courses within general education categories and appointed a committee to begin reviewing course proposals. Final action is expected in spring 1992.

Student Support Improvements: During 1990-91, 765 students enrolled in 48 sections of the university's optional "orientation" course. Ninety-one percent of those enrolled in the course in fall 1990 completed the spring semester, compared with 83 percent of freshmen not enrolled in the course. In April 1991, the University held its first Honors Convocation to recognize more than 250 graduating seniors for achievement of university, college, or departmental honors. A total of 320 computer links across campus connect advisors to centralized student records, including assessment data and registration information, thereby improving the accuracy and timeliness of advising.

Faculty Development: The Office of Faculty Development conducted a variety of workshops on teaching televised courses, critical thinking in the sciences, writing across the curriculum, and multicultural diversity in the curriculum. In addition, a series of three workshops and an interactive tele-conference on assessment were held. The University also presented its first Outstanding Advising award, established to recognize faculty members involved in student academic support. The New Faculty Mentoring Program, established in 1989-90, was expanded to include new temporary faculty members.

Resources: Implementation of these activities required $497,800. The assessment and outreach activities were supported by new state funds, faculty development activities were supported by recurring funds dedicated to the improvement of instruction, and the remaining activities were funded by University reallocation of $63,800 in fiscal year 1991.

Illinois State University

Review and Assessment: Seven of the eight University Studies' (general education) groups completed pilot assessment activities in 1990. Surveys of 1,200 current students and 850 alumni of the College of Education were completed. A special study was conducted to examine minority student perceptions of the University's climate. Three University policies were found to have a negative affect on admission, retention, and graduation rates, resulting in proposed revisions to the University's admission standards to be considered by the Academic Senate in fall 1991.

Curriculum and Course Improvements: The University Studies Review Committee's new Philosophy Statement was adopted by the Academic Senate in spring 1991. General education objectives and learning outcomes flowing from this statement are expected to be completed by fall 1992, with the revised general education program to be completed during 1992-93. The completed review of mathematics and science programs resulted in recommendations for change both to general education and to major courses.

Student Support Improvements: The University implemented an Enrollment Management Plan designed to reduce undergraduate enrollment by 3,000 students over the next five years, while at the same time increasing the enrollment of minority students. It is the intent of the Plan to balance student enrollment with University resources by program area. During 1990-91, the Minority Recruitment Committee implemented several new strategies, including the award of scholarships and tuition waivers and the establishment of a faculty-student mentoring program. Supplemental instruction was provided in selected high-risk courses, including English and mathematics, and efforts were increased to encourage students who could benefit to use the Center for Learning Assistance and to enroll in the University's career-choice course. Academic support programs were restructured to increase the coordination of services provided and to improve the monitoring of students. The Multicultural Center expanded its Big Brother/Big Sister program for minority students and provided an in-service program on cultural diversity to departments and support staff. The Office of Parent Services initiated area meetings for parents of minority students.

Faculty Development: A series of faculty seminars on general education was conducted by outside experts. The University Teaching Committee awarded grants totaling $90,000 to nine individual faculty members and to seven departments to support teaching improvements projects.

Resources: The University reallocated the following funds to support improvements in undergraduate education in fiscal year 1991: $115,000 to the incentive fund to hire minority faculty members (nine were hired), $21,000 to expand the writing- and math-across-the-curriculum programs, $366,080 to enhance the quality of humanities and social science undergraduate programs, and $552,500 to increase the use of technology in instruction. The University requested more than $3 million in new state funds in fiscal year 1993 to improve undergraduate education, including the recruitment and retention of minority students and the establishment of partnerships to improve teacher education.

Northern Illinois University

Review and Assessment: A study of freshman rhetoric courses is nearing completion, and a correlation of grades earned in a new introductory math course with grades in subsequent quantitative courses proved to be positive. As a result of a study of advising, in 1991-92, the University will develop a system to address the special needs of students who have not yet declared or been admitted to a major. The survey of graduating students was continued, and a longitudinal student data base was developed. In addition, a group of students who had transferred from the University to another institution and students who dropped out were surveyed to assess student concerns. The six undergraduate colleges began compiling an inventory of existing assessment activities, and four additional faculty assessment grants were awarded. To keep faculty informed, three assessment newsletters were distributed.

Curriculum and Course Improvements: The University completed review of all courses in the general education math and science requirement. The distribution of general education coursework in humanities/arts and the social sciences was revised to permit students to take two courses from the same department effective fall 1992. As a result of assessment information showing communication skills as a weak area, the College of Business is integrating communication skills into existing courses, rather than offering business communications as a separate course.

Student Support Improvements: A one-credit elective course designed to help freshmen make the transition to the University will be pilot tested in fall 1991. The Writing Center was expanded by establishing "outreach" stations in various colleges across campus. A telephone hotline was created to field questions from adult evening and off-campus students who find it difficult to come to campus during regular office hours. The University's cultural diversity program, Unity in Diversity, was expanded from a one-week observance to a full-year set of activities in order to encourage faculty members to incorporate appropriate material into their courses. A "Taste of Lowden" cook-out and open house was held in the fall to provide students the opportunity to meet administrators and to tour the main administration building.

Faculty Development: A one-day workshop on assessment was held in the fall, followed by three faculty seminars on assessment during the spring, and three faculty seminars were held on current topics in teaching. The Presidential Commission on the Status of Women produced a brochure and a videotape "designed to educate students and faculty about sexual discrimination and harassment in the classroom."

Resources: The University requested new state funds in fiscal year 1993 to improve advising, to expand the number of sections offered of the new orientation course, to improve support services for minority students, and for additional teacher education opportunities for minority students. The University noted that although "the University has reallocated existing resources and controlled enrollments in order to provide the best education possible,... the lack of new resources has virtually eliminated all flexibility necessary to accommodate student needs."

Sangamon State University

Review and Assessment: Principles of Assessment were developed, and an open meeting on assessment was held. While voluntary, 700 of 1,000 students entering in fall 1990 took the battery of skills exams in reading, writing, and quantitative reasoning. Undergraduate programs were assisted in developing program-specific measures for assessing students' progress in the major. A special study was conducted of off-campus programs, particularly those offered in the Peoria area.

Curriculum and Course Improvements: The revised upper-division general education requirement was implemented in 1989-90, with a monitoring system implemented in 1990-91. In 1991-92, the University will review its lower-division requirements, since a wide discrepancy exists between those students who enter having earned an AA or AS degree and those who have not. On a contractual basis, Lincoln Land Community College offered two courses each in reading and in composition at the University for students who entered without adequate preparation for upper-division work. Significant progress was made in incorporating computer literacy and applications in all curricula. Personal computers were distributed to additional faculty members resulting in 45 percent of the faculty having computers in their offices, with another 11 computers available on carts for faculty use. Data transmission lines were extended to student housing to permit individual student access to the campus network, and the number of stations in the student computer labs was increased to 69, with an additional eight stations in the library. In cooperation with Lincoln Land Community College, the University developed a policy to permit co-enrollment of students who have earned between 45 and 60 semester credit hours and meet certain conditions. The University will pursue similar agreements with Richland Community College, Illinois Central College, and Springfield College in Illinois in 1991-92.

Student Support Improvements: As a result of the study of off-campus programs, a long-term course schedule was developed for each site, the process of advising students was strengthened, and a dedicated data line was installed in the University's office at Illinois Central College to permit direct registration of students. A counselor was added to work especially with women students, and services for visual- and hearing-impaired students were expanded.

Faculty Development: Four convocations brought together faculty members, administrators, and outside speakers to examine the University's potential for the next century. In conjunction with a convocation on teaching and learning, faculty workshops were held on teaching cultural diversity, writing across the curriculum, video disks in the classroom, and teaching critical thinking. Eight awards of $1,500 each were given to support faculty teaching improvement projects.

Resources: Funds were reallocated to hire an additional faculty member in the Learning Center in fall 1991, as well as for the contract with Lincoln Land Community College to expand the offering of reading and composition courses on the University campus. For fiscal year 1993, the University requested $55,000 in new state funds to expand its assessment process, $187,000 to improve off-campus programming, $279,000 to enhance the recruitment and retention of minority students, and $239,000 to improve existing programs, especially teacher education programs.

Southern Illinois University at Carbondale

Review and Assessment: Four methods of assessing general education were pilot tested in 1990-91: 1) Faculty who teach the core general education science courses jointly developed and included within each course's final examination a set of core questions; 2) a random sample of students were invited to take the standardized *Academic Profile* developed by the Educational Testing Service; 3) 850 students enrolled in one multi-sectioned course began developing portfolios; and 4) approximately 1,500 students participated in a locally-adapted measure of intellectual development. The merit of the various pilot tests will be evaluated in 1991-92, using eight criteria including value of the results to both program improvement and to students in academic advising

and ease and cost of administration and scoring. Pre- and post-placement exams were pilot tested in math, public speaking, and composition. Nearly all baccalaureate majors began to collect data assessing students' achievement in the major. In addition, the results of the first student and alumni surveys that incorporated questions on general education were used both in program review and in the on-going review of general education.

Curriculum and Course Improvements: The General Education Committee, formerly ad hoc, became a standing committee of the Faculty Senate. The College of Science revised its assessment plan and is revising nearly all undergraduate curricula. The College of Liberal Arts adopted a writing-across-the-curriculum requirement that will be implemented in fall 1991. Five departments that conducted program reviews in 1990-91 began to revise their curricula. By the end of the fall 1991 semester, the University Assessment Committee will submit its final report to the Academic Vice President. This report will include specific recommendations for the general education program that encompass such concerns as: the need for a clear and concise Statement of Philosophy on General Education, the amount of student choice that can be accommodated within the Statement of Philosophy, the need to ensure that students complete general education coursework during the freshman and sophomore years, and the need to incorporate cultural diversity within the general education curriculum.

Student Support Improvements: The implementation of a computerized Student Information System, which incorporates assessment results, enhanced the relationship between students and advisers and reduced the time students spend in registering. A data base of transfer credit equivalencies will provide transfer students a complete listing of the University equivalency of previous courses taken. A computerized degree-audit system will be developed in 1991-92.

Faculty Development: Because program improvement is more likely to result from assessment if the faculty who have direct control over course content and quality assume ownership for the assessment activities, faculty members conducted the various pilot testing activities, ten faculty members participated in the national AAHE Assessment Forum in 1991, and six participated in a conference on changing cultural values.

Southern Illinois University at Edwardsville

Review and Assessment: Entry placement testing in reading, writing, and mathematics is fully operational. The "rising junior" paper requirement was implemented in spring 1991. The senior assignment requirement will be implemented in fall 1993, at the time of the conversion to the semester calendar system. All academic policies also are being reviewed and modified as part of the conversion process. Special studies were conducted on the results of the new admission standards implemented in fall 1990 and their effect on developmental course needs and enrollments (enrollment in remedial writing and reading courses declined by 22 and 17 percent, respectively, after implementation of the new standards).

Curriculum and Course Improvements: A revised statement of objectives for general education was adopted, and a complete review of general education requirements, requirements for all major and minor programs, and each course offered throughout the University is now underway as part of the calendar conversion process. The $1 million Excellence in Undergraduate Education Fund continues to support a variety of improvements throughout the University. Of particular note is the Undergraduate Research Academy through which 40 undergraduates pursued research projects under the supervision of a faculty mentor during 1990-91. In addition, various efforts were undertaken to improve the supervision of student teachers at the secondary level, including quarterly seminars for supervisors from the disciplines and the creation of a Teacher Education Advisory Committee.

Student Support Improvements: As a result of regular program review, communication was increased between and among departments and student services that resulted in improvements to undergraduate advising, particularly regarding foreign language, chemistry, and pre-medical study. An academic counselor was hired to provide academic support for athletes at the University.

Faculty Development: Four members of the University Committee on Assessment attended the national AAHE Assessment Forum in 1990 and three attended in 1991, and one University representative attended a North Central Association conference on accreditation and assessment in 1990-91 in order to keep faculty members apprised of national developments in assessment. In addition, the Faculty Development Fund supported 83 projects to enhance teaching.

University of Illinois at Chicago

Review and Assessment: The Campus continues to implement facets of a longitudinal study of student development and achievement: 1989 graduates and all new 1990 freshmen were surveyed and research on transfer students (who comprise nearly 50 percent of incoming students each year) was initiated. After reviewing these data, the Deans' Task Force on Undergraduate Education concluded that Campus attention should focus on the students' first year on Campus. with particular attention paid to admissions and registration, orientation, and academic advising. The College of Liberal Arts and Sciences conducted a review of "bottleneck" courses. Beginning in 1991, the Campus will participate in a major national study of undergraduate life.

Curriculum and Course Improvements: The Professional Development Program of augmented instruction, originally begun in calculus courses and extended to biology classes in 1990-91, will be extended to introductory trigonometry, chemistry, and physics courses in 1991-92. A revised introductory language program will be piloted in Spanish in 1991-92. The Campus published *Plures et Unum*, a booklet identifying all courses offered across the Campus on issues of difference.

Student Support Services: Funded in part by a HECA grant, the College of Liberal Arts and Sciences initiated comprehensive articulation efforts with seven of the eight City Colleges of Chicago, and a staff member was assigned to each of the City College Transfer Centers for a half day per week to advise potential transfers. The Latino Alumni Mentoring Program successfully completed its pilot year. The two-day new-student orientation program, piloted in 1989-90, will be required of all incoming students beginning in summer 1992. Also in 1991-92, the College of Liberal Arts and Sciences will increase its advising staff in order to address the advising needs of undeclared students, and discussions were begun among the Financial Aid, Admissions and Records, and Business Affairs offices to improve coordination of service delivery.

Resources: The following funds were reallocated for fiscal year 1991-92: $27,000 to support the professional development program in mathematics and $8,000 for chemistry, $100,000 to add advising staff in the College of Liberal Arts and Sciences, $25,000 to publish a handbook for minority students, and $20,000 as the Campus' contribution to the national study of undergraduates. External funding is being sought to fully implement the Introductory Language Program and the professional development programs in biology, physics, and chemistry.

University of Illinois at Urbana-Champaign

Review and Assessment: Evaluation of the *Mathematica* program in calculus was initiated, and the evaluation of the Equal Opportunity Program rhetoric placement process and programs was completed. The data from the first senior census were analyzed, and the second senior census was conducted.

Curriculum and Course Improvements: The General Education Board completed procedures for course certification for the proposed campus-wide general education program. The two-part

composition requirement is being implemented for freshmen entering in fall 1991, and the teaching assistant orientation and training program for teaching composition has been developed. The Merit Workshops in mathematics continue to demonstrate success, with the approach extended to pre-calculus courses and to introductory chemistry in 1991-92. New courses in cultural diversity were initiated, and the School of Life Sciences initiated a major revision of its core curriculum.

Faculty Development: Workshops were held for faculty members who intend to teach writing-intensive courses in their disciplines, and a teaching handbook, *Teaching and Its Evaluation: A Handbook of Resources*, was published and distributed to faculty members and teaching assistants. The Educational Technologies Board awarded $500,000 in IBM equipment to faculty members for instructional projects and $333,000 in Apple equipment for use in general education courses. A Campus award for excellence in undergraduate advising was established.

APPENDIX C

SUMMARY OF COMMUNITY COLLEGE REVIEWS OF UNDERGRADUATE EDUCATION
ACADEMIC YEAR 1990-91

Belleville Area College

Review and Assessment: The College will finalize baccalaureate-transfer program admission requirements and develop a plan to assess student achievement in 1991-92. A Library Utilization Committee is reviewing facilities, collection, and staffing, and has recommended that library improvements be a high institutional priority.

Curriculum and Course Improvements: New general education requirements for the AA and AS degrees were implemented in fall 1991 to bring the College into line with the Illinois Community College Board model curricula. New courses in Third World Cultures were developed and articulated, and the mathematics course for liberal arts students was revised.

Student Support Improvements: The College established a Transfer Center.

Faculty Development: A Faculty Development Committee, established in fall 1990, has recommended a plan for enhancing faculty development.

Black Hawk College

Review and Assessment: A definition and three objectives for outcomes assessment were adopted.

Curriculum and Course Improvements: Following the merger of the two campuses, each curriculum and course was reviewed so that both campuses offer the same programs and courses, and the first district-wide catalog was produced. Curriculum review resulted in the revision of the general education component of baccalaureate-transfer degrees to include a math requirement and a non-Western or Third World course requirement effective fall 1991. The program review process was redesigned to tie it more closely to the long-range planning and budgeting processes.

Student Support Improvements: A district-wide Recruitment/Retention Committee was established.

Faculty Development: Six full-time faculty positions were added to strengthen teaching in arts and sciences disciplines at the Quad Cities campus in fall 1990.

City Colleges of Chicago--Chicago City-Wide College

Review and Assessment: As a non-traditional college offering programs and courses in off-site locations, the College primarily serves "course takers," students who take several courses before transferring, rather than enrolling continuously to complete an associate degree. Thus, the College is concentrating its assessment efforts on two areas: a) entry testing in English and mathematics with advising to assure appropriate course placement and b) the articulation of individual courses with baccalaureate institutions. English (composition and reading) testing has been implemented for a number of years. The College plans to replace its current institutionally developed math placement test with the statewide Mathematics Placement Examination as soon as appropriate cut-off scores for different math courses can be validated.

Student Support Improvements: The College implemented a new orientation program called "Passport to Success," developed an orientation handbook, developed a (placement) Testing

Handbook, and is in process of redesigning the College Catalog to more clearly describe the baccalaureate-transfer program requirements. The College is in process of developing a computerized course articulation system which will make articulation information more readily available to faculty, counselors, and students.

Faculty Development: A series of computer workshops was conducted for faculty members.

City Colleges of Chicago--Richard J. Daley College

Review and Assessment: Faculty members are developing goals and objectives for individual courses. The testing department administered 4,286 basic skills placement tests and remedial course exit tests during 1990-91. The development of a computerized student tracking system is in process.

Curriculum and Course Improvements: The English as a second language program has been restructured and is ready for implementation in fall 1991.

Student Support Improvements: The College's Transfer Center, established in fall 1990, served 600 students during the year. Twenty-two students have been accepted for transfer so far, with six awarded scholarships by four baccalaureate institutions. Articulation agreements have been developed with Governors State University, Northern Illinois University, Southern Illinois University at Carbondale, Western Illinois University, and DePaul University.

City Colleges of Chicago--Kennedy-King College

Review and Assessment: The entry basic skills assessment was revised, and the College is developing a system for monitoring student progress. Policies and procedures for the re-admission of students were adopted.

Student Support Improvements: The College established both a Transfer Center and a Career Information Center in fall 1990. Articulation agreements have been developed, or are in process, with the National College of Chiropractic, Chicago State University, and the University of Illinois at Chicago (business and liberal arts and sciences). The Mentor-Advisor for Retention and Success (MARS) program was initiated to provide support to new students who have not decided on a major. Two additional counselors were hired, and the library is now open on Saturdays. The Student Handbook was revised.

Faculty Development: An annual five-day Faculty Development Conference is addressing such topics as computer skills, assessment, and writing and critical thinking across the curriculum. The biology, physical science, and math departments established a cooperative Math/Science Institute to improve math and science teaching through integrated curricula and school-college partnerships. A Communications Center for the Arts and Sciences was formed to encourage interdepartmental cooperation in the use of technology. In addition to the existing Student Evaluation of Instruction Survey, a procedure for evaluating tenured faculty became part of the Union/Board Agreement.

City Colleges of Chicago--Malcolm X College

Review and Assessment: The College Assessment Committee is currently considering a variety of outcomes assessment methods, as well as the establishment of admissions requirements for the baccalaureate-transfer program. A review of academic advising has been initiated.

Curriculum and Course Improvements: Plans are underway to internationalize the curriculum, and an artist-in-residence program has been initiated.

Student Support Improvements: The transfer center, which opened in March 1990, is providing a full-range of student transfer services and serves as the hub for articulation efforts. New articulation agreements are being established with the University of Illinois at Chicago and Chicago State University in business and psychology. A Student Handbook was developed, and a Student Government Association was organized during 1990-91.

City Colleges of Chicago--Olive-Harvey College

Review and Assessment: An outcomes assessment plan will be developed and pilot tested in 1991-92.

Curriculum and Course Improvements: With Chicago State University, the College received a grant from the American Council on Education to develop coordinated course objectives, evaluation, and grading between the two institutions. As part of this project, a new course has been developed and will be pilot tested in 1991-92 to acculturate incoming students to the collegiate environment. As a result of the College's review of its remedial/developmental program, a system of exit exams following remediation and prior to entry into college-level courses is being explored, and a new curriculum that integrates the teaching of skills with disciplinary content is being developed.

Student Support Improvements: A new system of academic advising was pilot tested in 1990-91, with plans to extend it to additional departments in 1991-92. The "educational continuum" initiative is designed to coordinate the College's diverse offerings (from literacy programs through the associate degree) effectively so that students are encouraged to progress as far as motivation and interest lead them.

Faculty Development: The faculty-initiated Colloquium on Academic Issues is examining such issues as common academic standards and attendance policies.

City Colleges of Chicago--Harry S Truman College

Review and Assessment: Placement testing and course content in communication--including English as a second language, remedial, and college-credit--was reviewed and modified, and a flow chart was developed to show appropriate sequencing more clearly. The math placement test was revised, and the humanities department set common goals and developed common exit exams for the two-semester humanities sequence.

Curriculum and Course Improvements: The general education math requirement was changed to bring it in line with the Illinois Community College Board model curricula, and laboratory course offerings in physical sciences were expanded to meet the general education science requirements for non-science majors.

Student Support Improvements: The Transfer Center was moved to new, more visible facilities. The Weekend College, started in spring 1989, expanded services: the library is open and counseling services are available on Saturdays and tutoring services are available all three days. As a result, Weekend College enrollment increased from 400 in spring 1989 to 1,500 in spring 1991. A partnership was formed with DePaul University to establish transfer links between the two institution's weekend programs. Other transfer and articulation efforts are in process with Eastern Illinois University, Northern Illinois University, and Northeastern Illinois University, and a grant was received to establish an Academic Bridge program with Loyola University.

City Colleges of Chicago--Harold Washington College

Review and Assessment: The College continues to refine the entry and exit criteria for English courses and is participating in the system-wide development of a computerized student tracking system. In 1991-92, the College will begin its self-study for a North Central Association accreditation visit.

Curriculum and Course Improvements: New general education requirements were implemented for entering students in fall 1990. With half the student body completing under the old requirements and half entering under the new ones, it is too early to tell whether the new requirements will increase student success and the ability to transfer. Baccalaureate institutions with whom the College is articulating its programs are pleased with the new requirements. The College continues to computerize its curricula.

City Colleges of Chicago--Wilbur Wright College

Review and Assessment: The College has completed its second full year of English exit testing in both remedial and freshman composition. The faculty is in process of analyzing the data to determine whether passage of the exit test should be a requirement for passing the course. The College Assessment Committee developed and adopted a philosophy of assessment and a two-level assessment program. Level one required each department to submit assessment plans for all multi-sectioned courses. Plans were evaluated primarily on whether they addressed critical thinking. By the end of fall term 1990, all initial departmental plans had been approved for implementation in spring 1991. In level two, a standardized test of critical thinking was pilot tested on a sample of about 3,000 students, both day and evening. The data from the pilot test are currently being analyzed. After reviewing various student success data, the College developed new criteria for admission to the baccalaureate-transfer programs.

Student Support Improvements: Transfer guides were published for each of the major baccalaureate institutions to which students transfer. Tutoring, PLATO, and a microcomputer lab are available free to all students.

Faculty Development: The College sponsors an annual in-service program and has implemented the post-tenure review of faculty members, which was part of the most recent contract. Over the next five years, the College has the potential of losing half of its faculty to retirement.

Danville Area Community College

Curriculum and Course Improvements: The College adopted a new philosophy statement and revised objectives and requirements for general education in the baccalaureate-transfer programs in line with the Illinois Community College Board model curricula. New courses in Third World Cultures were offered for the first time in 1990-91, and extra-curricular programs helped to "internationalize" the collegiate experience. The College has developed 15 microcomputer labs, providing 365 stations, with several sections of both semesters of freshman composition, as well as math and business courses, being taught on computers. An honors program has been initiated.

Student Support Improvements: A New Student Program, including orientation, placement testing, advising, registration, and a campus tour, was implemented, and an orientation-to-college course is being developed. A chapter of Phi Theta Kappa was started in 1990-91 for students who have achieved a cumulative GPA of 4.5 (out of 5.0) or above. More than 120 program- and institution-specific transfer guides have been prepared and are updated annually.

Faculty Development: During 1990-91, many College faculty and staff participated in a community development initiative called Work Force Challenge 2000 to address the needs of the

community for a better prepared workforce in the next decade. Although 73 percent of instruction is provided by full-time faculty members, the College is planning to increase orientation and staff development for part-time faculty members in 1991-92.

College of DuPage

Review and Assessment: The Entry Requirements Committee is completing its final report. The Institutional Effectiveness Committee is monitoring the overall effectiveness of the college, while the Value-Added Committee is examining the contribution of general education requirements to student growth. The math pre-test has been revised and computerized, the revised English pre-test will be administered in fall 1991, and a reading test is planned for fall 1993. The College continues to administer the ACT *CAAP* and *COMP* tests to samples of students, and student surveys are administered regularly.

Curriculum and Course Improvements: A course in critical thinking and another in creative thinking were pilot tested, with results being analyzed to determine whether one or both should be included in the general education requirement.

Student Support Improvements: The degree audit system is now in operation, and a Retention Committee has recommended methods for increasing retention. A Mathematics Center to house mathematics testing, advising, and tutoring will be established in fall 1991.

Faculty Development: The five-day new-faculty orientation has been well received and has shortened the time for new faculty members to become active members of the community. An off-campus retreat each year permits selected faculty members to share teaching improvement ideas across disciplines. Educator Jaime Escalante spoke in October to a full house of faculty, students, and members of the community. Faculty seminars were held in preparation for this event.

Elgin Community College

Curriculum and Course Improvements: Revised general education requirements that conform to the Illinois Community College Board models were implemented in fall 1990. Courses were identified, and new courses were developed, to fulfill the new non-Western studies requirement. Mathematics courses were reviewed, and a new course was developed, to fulfill the math requirement. The disciplines of humanities and physical sciences were reviewed as part of regular program review in 1990-91, resulting in the development of new general education courses in each area. The Curriculum Development Manual was completed.

Student Support Improvements: The College has implemented a computer-assisted advising and degree audit system, as well as a computerized prerequisite check at registration. The College plans to add articulation information to this system. A revised registration process will be implemented in fall 1991. A Transfer Center was opened in fall 1990, and a career center is planned for 1991-92. An orientation course is being developed.

Faculty Development: Eleven more faculty members were trained as part of the writing-across-the-curriculum program. As a result of a special study on part-time faculty members, the College plans to revise appointment criteria and orientation, supervision, and evaluation processes.

William Rainey Harper College

Review and Assessment: The Academic Standards Committee, in consultation with departments and divisions, is reviewing the general education requirements for the AA, AS, and AAS degrees in light of both the Illinois Community College Board models and national trends. A recommendation for revision is expected in spring 1993.

Highland Community College

Review and Assessment: High school course-specific admission requirements for the AA and AS degree programs, as well as alternative admission requirements, were adopted for implementation in fall 1993 and presented to district high schools.

Curriculum and Course Improvements: General education requirements for the AA and AS degree were revised in accordance with the Illinois Community College Board models and will be implemented in fall 1991. As a result of a special study of grades in transfer courses, supplemental instruction was provided to students in several "high risk" courses by trained advanced students. Follow-up data comparing students who took advantage of the supplemental instruction with those who did not indicate that the students who participated were less likely to fail or withdraw from the course.

Illinois Central College

Review and Assessment: The pilot testing of the ACT *Mathematics Placement Examination* proved so successful that the test will be administered in all introductory math classes in 1991-92. The College's retention of new full-time students from fall to spring terms has increased by seven percent since 1984, due to the implementation of mandatory entry skills assessment. The number of baccalaureate-transfer graduates has increased from 350 in 1986 to 500 in 1991.

Curriculum and Course Improvements: Through external funding, the College is developing non-Western and other multi-cultural courses in anticipation of implementing a non-Western cultures requirement. By January 1992, the General Education Committee will recommend changes to general education requirements to bring them more in line with the Illinois Community College Board model curricula. Computerized technologies are being incorporated into science laboratories.

Student Support Improvements: The College reorganized academic and student services into a single unit effective August 1991 in order to maximize cooperation. The transfer center, which opened in fall 1990, has helped to attract minority students to the baccalaureate-transfer program.

Faculty Development: The College's professional development program for faculty members was significantly expanded, and an administrator has been assigned half-time to develop a systematic, varied program of staff development for part-time faculty members.

Illinois Eastern Community Colleges--Frontier Community College
--Lincoln Trail College
--Olney Central College
--Wabash Valley College

Review and Assessment: Follow-up information from baccalaureate institutions indicates that few students transfer before completing their degrees. A follow-up survey of graduates indicated a high level of awareness of goals and satisfaction with the preparation received at the Colleges.

Curriculum and Course Improvements: Revisions to the AA and AS degree general education requirements have been proposed to ensure conformity with the Illinois Community College Board model curricula, and the Colleges are reviewing the need to add international studies and non-Western cultures courses to the curriculum. Both reviews should be completed in 1991-92.

Student Support Improvements: The admission procedure and procedures for entry placement testing, advising, and registration were reviewed and restructured.

Faculty Development: Workshops are held regularly on advising issues, including articulation.

Illinois Valley Community College

Review and Assessment: The Board of Trustees adopted a policy requiring skills testing of entering full-time students. A survey of faculty members revealed that about 90 percent already employed at least some of the writing-across-the-curriculum activities itemized in the survey.

Curriculum and Course Improvements: Three credits in communications were added to the requirements for the AS degree to bring it into line with the Illinois Community College Board model curriculum. A non-Western cultures course was offered in spring 1991 for the first time. An honors program was developed, with 22 students admitted for fall 1991. Beginning in fall 1990, both semesters of freshman composition were taught using computers.

Student Support Improvements: All entering full-time students are required to plan their academic program with an adviser. Articulation of courses is an on-going activity, with transfer guides updated annually.

Faculty Development: In fall 1990, a mentoring program was initiated for part-time faculty members in the social sciences division. Each year the College sends faculty and staff to a variety of appropriate staff development workshops.

Joliet Junior College

Review and Assessment: A review of the remedial/developmental program resulted in the recommendation to establish an orientation course. A study of baccalaureate-transfer enrollments and completions showed that completions have increased in the past several years. The student cohort tracking system was expanded to permit tracking by additional subgroups.

Student Support Improvements: A Transfer Center was opened in the spring semester.

Faculty Development: Workshops were held on assessment, retention strategies, and internationalizing the curriculum.

Kankakee Community College

Review and Assessment: A new entry course placement testing process in writing, reading, and math is being implemented in fall 1991. High school course-specific requirements for admission to the baccalaureate-transfer programs were adopted.

Kaskaskia College

Review and Assessment: New admissions and provisional admissions policies became effective in summer 1990, as did mandated placement following entry skills assessment. English and math courses and placement were revised. The Task Force on Testing continues to discuss the development of other assessment measures.

Curriculum and Course Improvements: AA and AS degree general education requirements were modified effective fall 1991 to ensure conformity with the Illinois Community College Board model curricula. A new course in the history of Eastern civilizations was offered as part of the College's efforts to internationalize its curriculum and extra-curriculum. The College modified its drop/add policies to prohibit students from adding classes after the second week of the semester.

Student Support Improvements: Each entering student must develop an individual educational program with an advisor. An extension center was opened in Vandalia in January 1991, and a

Weekend College program was initiated on campus. The College organized its first Black Awareness Week in 1990-91, and a Black Student Association will begin operating in fall 1991.

Kishwaukee College

Review and Assessment: A longitudinal study of AA and AS degree program enrollment, retention, and graduation is nearing completion, and surveys were conducted as part of the College's preparation for its North Central Association accreditation visit to ascertain student satisfaction.

Curriculum and Course Improvements: The College adopted a definition and specific objectives for general education, standardized objectives in required baccalaureate-level skills courses, reviewed course syllabi to assure emphasis on writing, and incorporated international/multicultural perspectives into appropriate general education courses. Additional non-Western cultures courses are planned.

College of Lake County

Review and Assessment: The College continues to encourage a variety of approaches to assessment. In 1990-91, for example, faculty teams evaluated approximately 300 student writing samples from across a variety of courses. The evaluation of writing for diverse subjects and purposes led to the development of holistic scoring criteria, which will be implemented in 1991-92. The design of a computerized student tracking system, including both an intervention component for advising purposes and a longitudinal component for student tracking and follow-up, was completed. The intervention component will be implemented in 1991-92 and the longitudinal component in 1992-93. The College will participate in a pilot test in 1991-92 with the University of Illinois at Chicago as part of a U.S. Department of Education National Center on Teaching, Learning, and Assessment project that will test the academic abilities and interests of approximately 200 College of Lake County students. Also in 1991-92, the College will develop a comprehensive assessment plan to coordinate and extend the various initiatives currently underway.

Curriculum and Course Improvements: AA and AS degree requirements were compared with the Illinois Community College Board models, resulting in recommendations for increasing the number of hours required and adding an international/third world component. The Faculty Senate will consider the recommendations in 1991-92, with an expected implementation date of fall 1993.

Lake Land College

Review and Assessment: The Board of Trustees adopted new admission standards in line with recent legislation. A survey of graduates indicated that 96 percent are satisfied with the overall quality of the College. In 1991-92, the College will pursue anecdotal reports by several former students that transferring all of their courses to two public universities is becoming difficult.

Curriculum and Course Improvements: The Board of Trustees adopted new graduation requirements in line with the Illinois Community College Board models for the College's AA and AS degree programs.

Lewis and Clark Community College

Review and Assessment: A study of enrollment and completion showed that although program enrollments and total credit hours generated increased, graduation rates decreased. Further study found that most students transferred after completing the general education requirement but before completing the entire degree.

Curriculum and Course Improvements: The General Education Task Force, comprised of faculty and staff, completed a review of the College's general education program, resulting in a new definition of general education and seven recommendations for revision.

Faculty Development: In August 1991, the General Education Task Force will conduct short seminars highlighting the recommended general education revisions. In addition, workshops will be held on developing interdisciplinary and team-taught courses and on infusing an international perspective into courses. In January 1992, all faculty members will participate in a writing-across-the-curriculum workshop.

Lincoln Land Community College

Curriculum and Course Improvements: In 1990-91, the College completed the second year of a three-year comprehensive review of its baccalaureate-transfer curricula and courses, including remedial/ developmental work. Action was taken to increase the general education component of the AA degree by three credits (to a total of 38) and to require that students complete at least one math course and one laboratory course within the math/science area requirement for both the AA and AS degrees. After reviewing existing courses and finding none satisfactory, the Academic Standards Committee urged all disciplines to develop non-Western cultures' courses.

John A. Logan College

Review and Assessment: In 1990-91, the College conducted a series of studies on the affects of various campus opportunities on student achievement. A comparison of successful students (graduates) and unsuccessful students (those on probation) showed that successful students were three times more likely to have used the library. A comparison of students who had used the College's tutoring services with those who had not showed that those who had used the service earned slightly higher overall GPAs. Students were also surveyed about their use and satisfaction with academic advising, the Academic Support Center and Learning Lab, instructional laboratories and equipment, and library resources, all of which were generally rated adequate. Faculty members are continuing efforts to standardize content and the evaluation of student performance in courses.

Curriculum and Course Improvements: At the end of the second year of internationalizing the curriculum, 20 percent of the full-time faculty members have infused international content into existing courses.

McHenry County College

Review and Assessment: The College's Curriculum and Academic Policy Committee developed a framework for assessing student educational outcomes that was subsequently endorsed by the faculty and administration. The framework incorporates existing measures and proposed new measures to assess outcomes at entry, during enrollment, at graduation or withdrawal, and at two- and five-year intervals after graduation.

Curriculum and Course Improvements: The mathematics department completed its study of general education math requirements and will propose modifications to the math requirement for the AS degree in fall 1991. The humanities division developed two additional non-Western cultures courses which will be offered in 1991-92. A variety of general education courses--including freshman composition, math, microeconomics, and French--have been computerized, a process that will be expanded further when two additional computer classrooms become available in 1991-92 with the completion of the new instructional facility.

Student Support Improvements: A separate review of counseling services led to recommendations to increase counseling availability to evening students and over the summer months.

Moraine Valley Community College

Review and Assessment: In 1991-92, the College will develop a mandatory placement program for students whose scores on the entry reading test indicate a need for assistance. In 1990-91, additional departments developed learning outcomes statements (engineering physics, human anatomy and physiology, and environmental science) and common final exams (chemistry and humanities) for general education courses.

Curriculum and Course Improvements: In fall 1991, the general education core for the AA and AS degrees will list specific courses, which reduces the variability by approximately 50 percent, as a result of the review and recommendation by the College's General Education Committee. In addition, the math requirement for the AS degree will be upgraded. During 1991-92, the mathematics department will complete its review and resequencing of courses, with the expectation that the math requirement for the AA degree will also be upgraded for fall 1992. An International Education Steering Committee is developing both curricular and extra-curricular activities. Courses in non-Western cultures are being developed in the humanities, political science, and sociology. The College continues to upgrade laboratory equipment and to computerize the curriculum.

Student Support Improvements: The student services staff completed the second year of a three-year project to develop an automated system for assessment, advising, course placement, and evaluation. A Writing Center, equipped with 30 microcomputers, opened in fall 1990 to serve baccalaureate-transfer students.

Faculty Development: The Center for Faculty and Program Excellence sponsored a day-long microcomputer workshop.

Morton College

Review and Assessment: A committee of faculty and staff reviewed the objectives, process, and instruments used in the College's entry-level skills testing and course placement program and explored outcomes assessment objectives and processes. The committee's review resulted in three recommendations: 1) that new commercial entry skills tests that have a greater reliability in predicting student success be adopted, 2) that appropriate prerequisites be identified for selected courses, and 3) that the president appoint a campus-wide committee to develop and implement a total institutional effectiveness program to measure how well the College is doing what it says it does in its mission statement. The president will appoint the committee in fall 1991.

Curriculum and Course Improvements: The College is continuing efforts to computerize the curriculum and to promote writing across the curriculum.

Student Support Improvements: The new-student orientation program was expanded to include workshops throughout the fall semester.

Faculty Development: Workshops and in-service training were provided for full- and part-time faculty members on fostering cultural diversity.

Oakton Community College

Review and Assessment: The College continues to use a variety of approaches to assessment. The annual survey of graduates and withdrawals was extended to students who completed 12 to 29 credits. Responses have consistently shown that students were satisfied with their experience at the College, that all or nearly all their courses transferred, and that students transferred to many more institutions than had been previously reported. The Assessment Task Force expects to recommend course-specific admission requirements to the AA and AS degree programs in fall 1991.

Curriculum and Course Improvements: The College is monitoring the affects of the new general education requirements effective fall 1989 on enrollments in specific courses and student transfer. In 1990-91, the College will examine the implications of the slight differences between the College's general education requirements and the Illinois Community College Board models.

Student Support Improvements: Three separate projects were initiated to expand advising services. A new computer program in the Student Services Center provides students ready access to course transfer information.

Faculty Development: The Critical Literacy Project provides an intensive seminar for faculty during the summer on teaching critical thinking, followed by a workshop during which participants develop applications for their own courses. To date, more than half of the full-time faculty, and many part-time faculty, have participated. A Teaching with Technology seminar to explore the use of computers in the classroom was also initiated in 1990-91.

Parkland College

Review and Assessment: The Assessment Subcommittee reviewed current assessment practices, including entry course placement procedures. Different departments and disciplines were found to use different approaches. The College has not yet developed a systematic college-wide general education outcomes assessment program.

Curriculum and Course Improvements: In 1990-91, the General Education Committee and the Curriculum Committee jointly developed criteria for reviewing individual courses for inclusion in the general education program.

Faculty Development: Faculty development workshops and seminars are provided, and the importance of teaching is emphasized in the new-faculty orientation program.

Prairie State College

Review and Assessment: The probation/dismissal policy was reviewed and modified, and entry course placement in reading is being developed. A tracking system has been developed to follow specific cohorts of students as they move through the AA and AS degree programs.

Curriculum and Course Improvements: Effective fall 1992, the College will reduce the number of courses permitted to meet the general education distribution requirements to those that reflect the College's recently adopted definition and goals of general education and will require that humanities and social science courses be selected from at least two disciplines. At the same time, the College will reduce its degree residency requirement from 32 to 15 semester hours. An honors program has been developed for implementation in fall 1991.

Student Support Improvements: The College is in process of establishing a Transfer Center, and a new-student orientation program will be initiated in fall 1991.

Rend Lake College

Review and Assessment: Each department is in process of updating syllabi for all existing courses to include specific learner outcomes statements.

Curriculum and Course Improvements: Recommendations from the committee established to review AA and AS degree general education requirements will be submitted in fall 1991. All first-semester freshman composition classes meet in the newly established 76-station microcomputer lab each week. Math, business, and other disciplines also use the lab.

Student Support Improvements: A combined Career and Transfer Center was established that houses all transfer information and college catalogs. The Counseling Center is developing an advisors' Handbook, as well as a survey to identify specific advising problems.

Faculty Development: A coordinator for faculty development activities was named.

Richland Community College

Review and Assessment: As part of the College's self-study for a North Central Association accreditation visit, Task Forces to examine Baccalaureate Programs, College Effectiveness and Assessment, Academic Support Services, and Developmental/Remedial Programs, among others, have been created and will make recommendations for improvement in spring 1992. The College revised its math entry placement testing and is in process of revising English placement testing. In addition to its annual survey of graduates, the College is examining student retention through completion.

Curriculum and Course Improvements: The College is in process of revising course sequencing in English, mathematics, and chemistry and is reviewing the syllabi for all courses offered.

Student Support Improvements: A Transfer Center was established in fall 1990. A peer tutoring program is available to biology students.

Faculty Development: The College Foundation established a faculty development grant program. "Lead" teachers were appointed to coordinate multi-sectioned courses and orient part-time instructors.

Rock Valley College

Review and Assessment: The College completed its entry skills assessment program by implementing a mandated course placement process in math. A survey of AA and AS degree graduates was completed. A student tracking system is being developed, with completion expected in 1993. Policies and procedures pertaining to the baccalaureate-transfer program are currently being reviewed by the Academic Affairs Committee.

Curriculum and Course Improvements: The College is in process of computerizing the teaching of composition, as well as other courses in the curriculum.

Carl Sandburg College

Review and Assessment: The College's review process examines eight components: objectives and requirements, admissions, course placement, developmental/preparatory courses, articulation for transfer, academic advising, exit testing, and student tracking. The College has revised its entry course placement testing and established exit testing from developmental mathematics courses. Because the review of testing data indicated reading ability was a problem, the College is in proces of revising its developmental curriculum and support services in this area. Admission policies will be reviewed in 1991-92.

Curriculum and Course Improvements: The College revised its objectives and reviewed course requirements for the baccalaureate-transfer degrees. The need for laboratory science and non-Western cultures courses in order to meet the minimums in the Illinois Community College Board model curricula will be addressed in 1991-92.

Student Support Improvements: The College is seeking external funds to establish a Transfer Center.

Sauk Valley Community College

Review and Assessment: The Retention Committee is developing a mandatory course placement policy, and a student tracking system is being developed. Current students and recent graduates were surveyed.

Curriculum and Course Improvements: Requirements for the AA and AS degrees were revised effective fall 1992, and a review of courses was initiated to identify those that contribute to fulfilling the general education objectives. With funding from a Title III grant, the College is developing a computer-based English composition program. The first of three computer classrooms is being completed in summer 1991, with nine sections of freshman composition scheduled in the new facility in fall 1991.

Student Support Improvements: The Learning Assistance Center, which provided tutoring and supplemental materials to more than 1,100 students each semester in 1990-91, has outgrown its location and will be moved to a larger facility for fall 1991.

Faculty Development: A workshop for English faculty members was held on holistic scoring of writing assignments.

Shawnee Community College

Review and Assessment: A computerized student tracking system is being developed.

Curriculum and Course Improvements: General education requirements for the AA and AS degrees were revised effective summer 1991 to more clearly differentiate between the two degree programs and to align each with the Illinois Community College Board models. A uniform course syllabus format was adopted to assure comparability among sections of the same course. To assure adequate preparation, students must earn a grade of C or better in specified English and math courses in order to enroll in the next course in the sequence. Developmental English and math classes were resequenced, and a computer-assisted composition course was pilot tested in summer 1991. Discussions of writing across the curriculum were initiated.

Student Support Improvements: Federal funding was received for an Academic Opportunity Program to provide tutoring, study skills seminars, mentoring, and counseling to first-generation, low income, and disabled students. A Career Resource Center, including an outreach office of the Illinois Job Service, was established, and the first Job Fair was held. Learning Resource Center hours were extended, the Day Care Center was licensed, and student parking was expanded.

Faculty Development: Faculty development workshops are held on campus on various teaching topics. A group of faculty and staff formed a computer group to share knowledge and advance their skills.

South Suburban College of Cook County

Review and Assessment: An Associate Dean for Institutional Effectiveness was hired to coordinate the establishment of an institutional assessment program and to conduct the research necessary to measure institutional effectiveness.

Student Support Improvements: The College expanded its articulation efforts, resulting in agreements with Governors State University and Purdue University-Calumet, and established a Transfer Center. All students who indicate their intent to transfer must meet with the Transfer Center Coordinator to develop a Master Academic Plan.

Southeastern Illinois College

Review and Assessment: The Committee on General Education and Admissions recommended to the president a new admission policy for fall 1993, and began development of a plan for measuring learning outcomes and baccalaureate-level skills attainment. A mandated course placement policy was adopted.

Curriculum and Course Improvements: Revised AA and AS degree requirements were implemented in fall 1990, and the math curriculum was revised.

Student Support Improvements: A Task Force on Retention and Attrition was appointed.

Spoon River College

Review and Assessment: New high school course-specific admission standards and a revised entry skills assessment and mandatory placement program were implemented in fall 1990. The Outcomes Committee collected various outcomes measures currently available in different campus locations and analyzed the information for completeness. The Committee is in process of developing a plan for gathering addition information about student academic and non-academic achievement. A computerized student tracking system, including a degree audit function, is nearing completion.

State Community College of East St. Louis

Review and Assessment: A writing sample will be added to the College's entry skills assessment process in fall 1991.

Curriculum and Course Improvements: The College revised the general education requirements for the AA and AS degrees to comply with the Illinois Community College Board model curricula, adopted new objectives for general education, and developed more specific objectives for each of the four academic divisions of the College. The review of course syllabi will be completed in 1991-92.

Student Support Improvements: A Transfer Center was established in fall 1990. The College's advising process is being revised, and an early warning system is being established.

Triton College

Review and Assessment: A review of the baccalaureate-transfer program was included as part of the College's self-study in preparation for a North Central Association accreditation visit. In 1991-92, the College intends to complete a new strategic plan that will include an institutional effectiveness assessment process. The ACT *Student Opinion Survey* was administered to current students, with results compared to the results from a 1986 administration and to national community college averages.

Curriculum and Course Improvements: AA and AS degree requirements were revised to bring them into compliance with the Illinois Community College Board model curricula. Non-Western and Third World cultures coursework was added to the requirements.

Student Support Improvements: Course articulation information was computerized, providing greater student access, and a student cohort tracking system was initiated, with a retention study of the entering 1986 cohort completed.

Faculty Development: The faculty development program has expanded awareness of the needs of a multicultural student body. A mentoring program for adjunct faculty members has increased their effectiveness.

Waubonsee Community College

Review and Assessment:In 1990-91, the College strengthened its assessment and advising processes by requiring entry assessment and advising for all full-time students, as well as for those enrolling in math and English courses, and by developing a comprehensive educational planning process. The College is continuing to pilot test with a sample of students the ACT *CAAP* on a pre-test/post-test basis to measure learning gains. New admission standards were adopted effective fall 1993.

Curriculum and Course Improvements: Requirements for the AA and AS degrees were revised, with one additional revision anticipated in 1991-92.

Student Support Improvements: A Transfer Center, which opened in fall 1990, is strengthening the College's services by centralizing and systematizing transfer and related advising processes. Articulation agreements have been completed with four private baccalaureate institutions. A student tracking system has been initiated, and annual reports are being provided to district high schools on the progress of their recent graduates.

John Wood Community College

Review and Assessment: The College has begun to survey students at time of graduation.

Curriculum and Course Improvements: While new AA and AS degree requirements were implemented in fall 1990, several additional modifications are currently being considered, with action anticipated in fall 1991.

Faculty Development: A series of dinner meetings were held between College faculty and high school teachers to discuss curriculum and other issues of mutual concern.

APPENDIX D

CHARACTERISTICS OF GOOD EDUCATIONAL PRACTICE

Adapted from: Dennis P. Jones and Peter T. Ewell, *The Effect of State Policy on Undergraduate Education*. (In Draft) Boulder: National Center for Higher Education Management Systems for the Education Commission of the States, July 24, 1991.

Students learn more effectively when:

1. The institution sets, communicates, and helps students to achieve High Expectations for learning. For example:

   - No credit is granted for remedial work.
   - Expected outcomes are communicated in both course syllabi and program descriptions.
   - Exams and exercises require students to demonstrate higher-order cognitive skills.
   - Policies encourage students to finish courses in which they enroll.

2. The Curriculum is Structured, Sequenced, and Coherent. For example:

   - Courses are intentionally related.
   - Multiple opportunities, in and out of class, are provided to help students make connections.

3. Opportunities are provided for the Continuous Practice of Skills in communication, critical thinking, problem-solving, and quantification. For example:

   - Writing, thinking, and quantification are incorporated across the curriculum and are not just the province of particular disciplines or departments.
   - Students must demonstrate higher order skills at appropriate levels as a condition for graduation.
   - Requirements are designed so that students cannot avoid courses that develop baccalaureate-level skills.

4. Multiple opportunities are provided to Learn Actively. For example:

   - Classroom discussions, written work, and assessments require students to synthesize and apply learned material to new settings or contexts.
   - Classes are sufficiently small or consciously structured to promote interchange.

5. Multiple opportunities are provided for Collaborative Learning. For example:

   - Study groups are organized in courses or encouraged by faculty members.
   - Academically related clubs and organizations are encouraged.

6. Synthesizing Experiences are provided. For example:

   - A senior seminar, project, or thesis or a capstone experience is required for graduation.
   - Independent work is required in all courses.

7. Opportunities are provided for Integrating and Applying Learning to Life. For example:

   - Practica, internships, or cooperative education arrangements are integral to all curricula.

- Work-related or practice-oriented applications are provided in each course.

8. Assessment and Prompt Feedback are provided on individual performance. For example:

   - Student abilities are assessed at entry, with remediation provided as necessary.
   - Courses require short exercises throughout the term instead of just a mid-term and a final exam.
   - Faculty members grade and return assignments quickly, identifying weaknesses and how they can be improved.
   - Advisers encourage students to take courses to strengthen weak areas.

9. There is Frequent Contact between Students and Faculty both in- and out-of-class. For example:

   - Class size permits faculty members to come to know each student, and teaching methods include discussion and experimentation.
   - Faculty members serve as advisers and encourage students to use their office hours.
   - Faculty members serve as advisers to academic clubs and organizations and serve as mentors to groups of students.
   - Opportunities are provided for students to participate in faculty research and community service activities.

10. Considerable Time is Spent on Task. For example:

    - Sufficient study spaces are provided in the library and residence halls.
    - Mechanisms such as living-learning communities encourage students to spend time on academic rather than social or other pursuits.

11. There is campus-wide Respect for Diversity. For example:

    - Curricula and instruction are designed carefully to respect and enhance individual talents and learning styles.
    - First-year courses include not only "surveys" in lecture format but also "hands on" exploration.
    - Coursework integrates theory and practice.
    - The campus climate supports diversity in its programs and behavior.